

1997-98 Louisiana Progress Profiles

District Composite Report

Livingston Parish

Published March 1999

Prepared by the
Louisiana Department of Education
Office of Management and Finance
Division of Planning, Analysis, and Information Resources

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This public document is published at a total cost of \$19,142; 2,780 copies of this public document were published in the first printing at a cost of \$19,142. The total cost of all printings of this document, including reprints, is \$19,142. This document was published by the Louisiana Department of Education, Post Office Box 94064, Baton Rouge, Louisiana 70804-9064 to aid in the interpretation of *School Profiles* under authority of R.S. 17:21. This material was printed in accordance with the standards for printing by state agencies established pursuant to R.S. 43:31.

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The passage of the Children First Act in 1988 ushered in a new generation of analysis and research about the overall quality and condition of education in Louisiana. As the national reform of education continues to evolve, Louisiana is steadfast in its commitment to quality education and school accountability.

Progress Profiles (*School Report Cards*, *District Composite Reports*, and the *State Report*) provide information about schools to parents and the general public, provide a basis for educational planning, and increase educational accountability at all levels. By providing policy makers, parents, and other interested citizens valuable information on the inputs, processes, and outcomes of public education, these documents also offer a valuable resource for advancing school improvement.

The Progress Profiles Program, which is administered by the Louisiana Department of Education (LDE), Office of Management and Finance, Division of Planning, Analysis and Information Resources, was founded on the premise that educational improvement is most successful when parents, school staff, and policy makers have access to accurate information on a wide range of factors believed to influence student learning. The indicators included in the *Progress Profiles* were carefully selected because they:

- have been demonstrated through school effectiveness research to be related to student learning;
- represent key features of schooling that can be influenced by parents, school staff, and policy makers, and thus are useful for school improvement purposes; and
- yield the maximum amount of accurate and essential information possible without posing undue reporting burdens at either the school or district level.

To offer the most comprehensive overview possible and serve the specific needs of varied audiences, three levels of reporting are provided.

1. *School Report Cards* are tailored to the needs of parents and the general public. For 1997-98, *School Report Cards* were produced for **1,414 of 1,445** public elementary, middle/junior high, high, and combination schools statewide.
2. *District Composite Reports* are produced for all 66 Louisiana public school districts. The most detailed and comprehensive of the three levels of reporting, these reports offer local and state-level policy makers longitudinal data.
3. The *Louisiana Progress Profiles State Report* is best suited to the needs of the general reader because it provides a succinct overview of the major characteristics of Louisiana education based on *School Report Card* findings.

“Any effort to improve schools must be designed to meet the goal of creating an active, thinking curriculum in specific disciplines, and success should be judged by whether increasing numbers of students reach agreed-upon performance standards.”

—Bill Honig

Phi Delta Kappan, June 1994

Purpose of the *District Composite Report*

The purpose of the *District Composite Report* is to provide information relevant to the condition of education in Louisiana. This report provides detailed longitudinal information on various indicators as well as analysis of data where feasible. It serves as an effective tool to aid policy makers and district administrators in identifying opportunities for school improvement.

Organization of this Report

The summary tables following this introduction offer district-level information for all indicators. In addition to quick-reference tables at the front of this report, district socioeconomic and demographic data are provided to aid readers. Financial information is included to give a more complete picture of Louisiana school districts.

The remainder of the report is organized into five parts, each encompassing a series of related educational indicators.

- *Part 1. District Summary.* School performance is influenced by community socioeconomic characteristics and by the level of local financial support for public education. Part 1 therefore presents parish (as opposed to district) demographic and socioeconomic indicators ranging from household income distribution and teen pregnancy rate to district revenue, expenditures, and average teacher salaries. District summary tables of all *Profile* indicators also are provided in Part 1.
- *Part 2. School Characteristics.* The context within which students are educated and the level of educational resources available to them impact learning. Part 2 focuses on key educational “inputs” and resources at the school level, i.e., the size of the student body and faculty, the school’s category (e.g., elementary schools, middle schools, etc.), class sizes, and the academic preparation of faculty.
- *Part 3. Student Participation.* For students to receive an education, they must first have the opportunity to learn; thus, the extent to which students are present and actively engaged in schooling is of vital importance (Oakes, 1989). Part 3 presents

three indicators that provide some measure of student participation: attendance, suspensions/expulsions, and dropouts.

- *Part 4. Student Achievement.* Part 4 reports three types of school-level outputs: student performance on 1) reading level evaluation results for grades 2 and 3, which assess students’ ability to read and comprehend on grade level, 2) criterion-referenced tests (CRTs), which measure students’ performance on state-prescribed curricula, and 3) norm-referenced tests (NRTs), which indicate how Louisiana students compare with other students nationally. The Reading Level Evaluation Results reported on the *School Report Cards* are based on the assessment conducted on second and third grade students by their teachers at each profile school. The CRT results reported on the *School Report Cards* are based on student performance on Louisiana Educational Assessment Program (LEAP) tests administered at the third, fifth, and seventh grade levels and on the Graduation Exit Examination (GEE), which is administered in grades 10 and 11. The NRT results, which are also part of LEAP, reflect student performance utilizing two tests: 1) *The Iowa Tests of Basic Skills (ITBS)* which is administered for grades 4, 6, and 8, and 2) *The Iowa Tests of Educational Development (ITED)* which is administered for grades 9, 10, and 11.
- *Part 5. College Readiness.* One goal of elementary-secondary schooling is to ensure that those students seeking an advanced education are adequately prepared for college. The *School Report Cards* present two indicators of college readiness: 1) student performance on the American College Test (ACT), a national test commonly used for college placement purposes, and 2) the percentage of high school graduates who take remedial courses as first-time college freshmen.

A brief narrative, organized as follows introduces each indicator presented in this report:

- an introduction to the indicator and its significance in the study and/or promotion of student learning;

-
- a description of how data are organized in the accompanying table(s);
 - a description of how data appear in the *School Report Cards*;
 - definitions of key terms, where applicable;
 - formulas/equations used to calculate statistics, where applicable; and
 - the source(s) of the data presented.

A glossary at the end of this report provides operational definitions for key terms.

School Categorization

The mission, organizational structure, and outcomes of schooling vary depending on the level of instruction (i.e., elementary, middle, etc.) (Levine & Lezotte, 1990). In recognition of this, the Profiles Program began in 1993-94 to group schools into four reporting categories based on level of schooling: elementary, middle/junior high, high, and combination (i.e., K-12).

Category comparison statistics are presented by district and for the state as a whole for those indicators that are not reported by grade level; these include class size, attendance, suspension, and expulsion. This homogeneous grouping of schools by level of instruction fosters probably the fairest comparisons; however, district and statewide comparison statistics also are provided.

Note: Category comparison statistics are provided for only those indicators that are reported at the school level. There are no category statistics for the testing and dropout indicators, which are reported by grade level and therefore have even greater comparability than those performance data that are reported by category.

All schools receiving 1997-98 *School Report Cards* are placed into one of four categories:

- *elementary*—any school whose grade structure falls within the K-8 range, excludes grades in the 9-12 range, and does not fit the definition for middle/junior high.
- *middle/junior high*—any school whose grade structure falls within the 4-9 range, includes grades 7 or 8, and excludes grades in the K-3 and 10-12 ranges.
- *high*—any school whose grade structure falls within the 6-12 range and includes grades in the 10-12 range, or any school that contains only grade 9.
- *combination*—any school whose grade structure falls within the K-12 range and is not described by any of the above definitions. These schools generally contain some grades in the K-6 range and some grades in the 9-12 range. Examples would include grade structures such as K-12; K-3, 9-12; and 4-6, 9-12.

If a school has been re-categorized due to a change in grade structure, that school's longitudinal data will appear in more than one category. For example, if Central High School had grades 9-12 from 1990-91 through 1992-93, its longitudinal data for those years would appear in the high school category. If Central High School became a K-12 school in 1993-94, its data in 1993-94 and thereafter would appear in the combination school category.

As a convenience to readers, the data tables that are organized by category are cross-referenced. In the above example, the high school category data would refer readers interested in Central High's longitudinal performance to the combination category data and vice versa.

Demographic Indicators Associated With Educational Attainment

Research has shown that demographic and socioeconomic variables affect student achievement. An analysis of the background characteristics of the student population places the school performance indicators in their broader context and helps shed light on the degree of difficulty that certain school districts or states experience in educating their particular student populations. In other

words, inclusion of the demographic indicators in Part 1 provides a context for interpretation of the outcomes.

The *District Composite Report* presents the following socioeconomic and demographic information at the parish (not district), state and national levels:

- education attainment,
- labor force breakdown,
- unemployment rate,
- per capita income,
- household income distribution,
- population by race,
- single parent households,
- all persons living below the poverty level, and
- teen pregnancy rate.

The data are supplied by the U.S. Bureau of the Census, the Louisiana Department of Health and Hospitals, and Northeast Louisiana University Center for Business and Economic Research.

District Financial Overview

There are many factors which contribute to the overall profile of a school district. Financial information is one of the vital factors which are part of that profile. Inclusion of this information in Part 1 helps the reader understand how a public school district functions, and it provides additional context for the interpretation of educational indicators.

Longitudinal Analysis: Tracking School Progress Over Time

By law, the Progress Profiles Program is required to present six years of data (the current year and the five previous years). These longitudinal school-level data are presented in the *District Composite*

Report. Each year, the *Composite Reports* are updated by adding the most current year's data and deleting the data that are more than six years old. The *School Report Cards* and *Progress Profiles State Report*, on the other hand, present only the most current year of data so that parents and policy makers who want a very concise and current snapshot of education performance need not wade through voluminous amounts of information.

Incorporating longitudinal data in the *District Composite Report* enables policy makers to anticipate changes in educational outcomes, not just describe them (Smith, 1988). However, longitudinal reporting does complicate the presentation of data. To assist policy makers in interpreting data, tables in the *District Composite Report* have been formatted as follows:

1. *Cross-sectional data* (i.e., for any given year) are presented vertically in columns. School-to-school comparisons can be made within any given year by scanning up and down columns.
2. *Longitudinal data* are presented horizontally in rows. An individual school's progress on any single variable can be charted over time by scanning left-to-right across columns.
3. Schools are listed in *sequential order*, based on school site code and school category.
4. The 1995-96, 1996-97, and 1997-98 data are shaded as a reminder that 1995-96 was the first year that *Progress Profiles* data were extracted from the Student Information System (SIS), establishing a new baseline year for *Profiles* reporting purposes. **Comparisons between the 1995-96 and subsequent years to previous years' data are strongly discouraged (see box on next page).**

All longitudinal tracking of individual schools should be conducted with caution. Because schools, like other organizations, are constantly evolving, a school's name and/or grade configuration may change over time. Such changes may or may not signal a major change in the character of the school.

To facilitate longitudinal tracking of individual schools, the six-digit site codes that the LDE assigns to all public schools have been included in all tables. Barring a major change in grade structure at a school, these site codes remain constant over time and therefore are much more reliable identifiers than the school name itself.

In some instances, longitudinal data on a specific indicator are not available for every site due to school openings, closings, and/or reorganizations. Occasionally, an entire indicator may be added. For example, first-time college freshmen data were added to the *School Report Cards* in 1992-93. In instances such as these, the tilde symbol (~) represents “unavailable data.”

Data sometimes are not strictly comparable from one year to the next due to changes in reporting periods, data sources, and/or revisions in indicator definitions. In these instances, the data are footnoted to alert the reader to use caution in drawing longitudinal comparisons.

1995-96 Was A New Baseline Year Comparisons With Prior Years Data Are Strongly Discouraged

Special caution is urged in comparing 1995-96, 1996-97, and 1997-98 performance information to data from prior years because the Progress Profiles Program underwent two major changes in 1995.

1. **All 1995-96, 1996-97, and 1997-98 Student Participation data (i.e., attendance, suspensions/expulsions, and dropouts), some School Characteristics data (i.e., October 1 membership), and some College Readiness data (i.e., graduates) were taken from the student-level Student Information System (SIS).** The SIS data are much more detailed and more precisely defined than the aggregated data collected in prior years. They are not comparable, however, to the school summary data reported prior to 1995-96.
2. **All Student Participation indicators and most Achievement Indicators (i.e., norm- and criterion-referenced test results) have been expanded to include both regular and special education students.** In previous years, these indicators were limited to regular education students.

As a special caution to readers, the columns of 1995-96, 1996-97, and 1997-98 data are shaded. Data from prior years are presented only for the convenience of readers whose information needs are more historical than comparative.

The Challenge: Accurate and Reliable Reporting

Measurement is a process involving both theoretical as well as empirical considerations. Most assuredly, research based on the inadequate measurement of indicators does not result in a greater understanding of the particular indicator (Carmines and Zeller, 1979). Though it is widely recognized that the best educational policy is made when officials have access to accurate information, the use of inaccurate or unreliable data is more dangerous than no information at all. Recognizing this, every effort has been made to ensure the reliability and validity of the data reported on the *Progress Profiles*. Toward that end, LDE and district staff examine each indicator through a meticulous data correction and verification process.

The Progress Profiles Program has grown substantially over the past several years. The LDE has executed an elaborate process for data verification and analysis to ensure that quality is an intrinsic part of each *Progress Profiles* report.

Satisfying the Need for Analysis

Though all states have some form of educational performance indicator system, the criticism is often heard that too few do anything with the data. “The missing ingredient in most education indicator systems is analysis,” notes Allen Odden. “Analysis is critical; it makes sense of the data, explores relationships among the inputs, processes, and outputs of the educational system, and makes policy recommendations for change” (Odden, 1990).

In keeping with national trends toward supplementing educational indicator systems with policy-relevant analysis, LDE staff research the relationships among various *School Report Card* indicators and explore their utility as predictors of student performance. The results of some analyses are presented in shaded boxes accompanying the narrative introduction to each indicator.

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LDE research offers statistical support for what teachers and other educators have long assumed: schools that display the highest level of student achievement are schools with a high percentage of student attendance, a low percentage of students suspended, and a low percentage of student dropouts (Franklin and Crone, 1993).

Part 1. District Summary

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Parish Socioeconomic And Demographic Overview

The socioeconomic and demographic composition of the parish may shed light on household situations and thus the educational system of a school district. Issues such as income, poverty rate, single parent households, and teen pregnancy affect family function, which is strongly linked to achievement. This section examines state- and national-level information for each parish socioeconomic and demographic indicator presented.

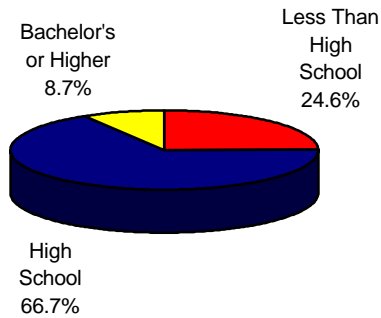
Definitions

- *Education Attainment*—is divided into three levels:
 1. Less than high school degree: includes persons of compulsory school attendance age or above who are not enrolled in school and are not high school graduates.
 2. High school degree: includes persons whose highest degree is a high school diploma or its equivalent and those who have attempted some college or have received an associate degree. Persons who completed the twelfth grade but did not receive a diploma are not included.
 3. Bachelor's degree or higher: includes those persons who have received a college, university, or professional degree.
- *Labor Force*—is divided into four categories:
 1. White collar: includes persons with executive, administrative, and managerial occupations; professional specialty occupations; technicians and related support occupations; sales occupations; and administrative support occupations, including clerical.
 2. Blue collar: includes persons with precision production, craft, and repair occupations; transportation and material moving occupations; positions held by machine operators, assemblers, and inspectors; and positions held by handlers, equipment cleaners, helpers, and laborers.
 3. Service & Other: includes persons with private household occupations, protective service occupations, and other service occupations.
 4. Agriculture: includes persons who perform farming, forestry, and fishing industry jobs.
- *Household Income Distribution*—is divided into seven major groups. The annual income range begins with below \$15,000 and ends with \$100,000 and above.
- *Population by Race*—is divided into three major groups, white, black, and “other.” The “other” category consists of Native Americans and Asian/Pacific Islanders. It should be noted that, according to the 1990 Bureau of Census data, Hispanic origin can be viewed as the ancestry, nationality group, lineage, or country of birth of the person or the person's parents or ancestors before their arrival in the United States. Persons of Hispanic origin may be of any race and are therefore included in the categories of white, black, and “other.”
- *Single Parent Household Rate*—is the number of single parent households divided by the total number of households.
- *Poverty Threshold*—is revised to allow for changes in the cost of living as reflected in the Consumer Price Index. According to the 1990 Bureau of the Census data, the average poverty threshold for a family of four persons was \$12,674.
- *Teen Pregnancy Rate*—is the total number of teenage girls under the age of 19 divided by the total number of pregnant women.
- *Per capita income*—is the average income computed for every man, woman, and child in a particular group. The Census Bureau derived per capita income by dividing the total income of a particular group by the total population in that group (excluding patients or inmates in institutional quarters).
- *Unemployment rate*—is the total number of persons not working, who are available and seeking work, regardless of age, as a percentage of the civilian labor force. This is considered the official unemployment rate and is typically cited in comparisons.

Livingston Parish Socioeconomic and Demographic Overview

As each school district works toward its educational vision and goals, social and economic factors within the parish may directly or indirectly affect the educational experience of students. An overview of the relevant demographic and socioeconomic profile of each parish places the education indicator data presented in this report in the proper context. These data provide a socioeconomic and demographic profile of the parish as a whole, not the public school district. In preparing this section, every effort was made to obtain the most recent data available for each indicator.

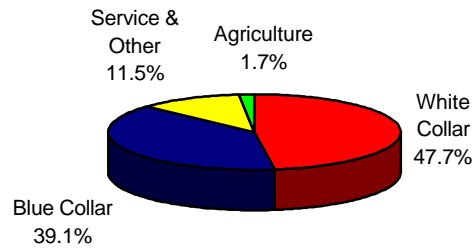
Education Attainment



	Bachelor's or Higher	High School	Less Than High School
State	16.1%	68.3%	15.6%
Nation	24.7%	62.2%	13.1%

Sources: Northeast Louisiana University, Center for Business and Economic Research and NCES, 1995.

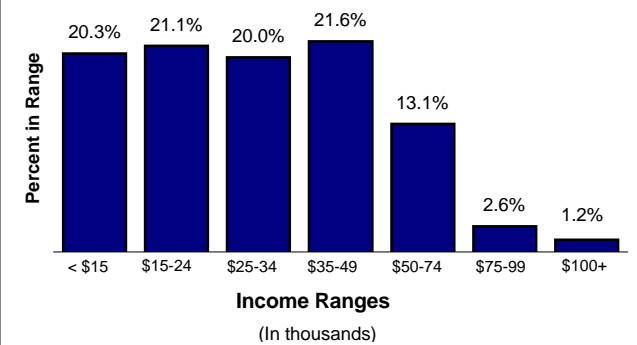
Labor Force



	White Collar	Blue Collar	Service & Other	Agriculture
State	55.9%	27.4%	14.2%	2.5%
Nation	57.8%	25.6%	13.7%	2.9%

Source: US Bureau of Census, 1990.

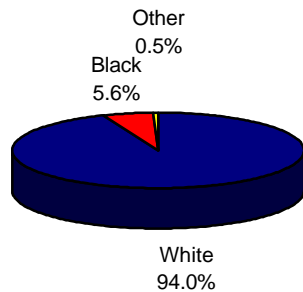
Household Income Distribution



	<\$15	\$15-24	\$25-34	\$35-49	\$50-74	\$75-99	\$100+
State	36.3%	18.8%	14.8%	14.7%	10.3%	2.7%	2.4%
Nation	24.3%	17.4%	15.2%	17.3%	15.4%	6.0%	4.4%

Source: US Bureau of Census, 1990.

Population by Race



	White	Black	Other
State	67.3%	30.8%	1.9%
Nation	83.9%	12.3%	3.8%

Poverty Level

	Parish	State	Nation
All Persons Living Below Poverty Level	15.4%	23.6%	15.7%

Source: Northeast Louisiana University, Center for Business and Economic Research, 1993.

Single Parenthood

	Parish	State	Nation
Single Parent Households	13.1%	19.1%	14.8%

Source: US Bureau of Census, 1990.

Source: US Bureau of Census, 1990.

Labor Related Statistics

	Parish	State	Nation
Per Capita Income ¹	\$17,826	\$19,709	\$24,436
Unemployment Rate ²	7.7%	6.6%	5.4%

Sources: 1) Northeast Louisiana University, Center for Business and Economic Research, 1996. 2) Bureau of Labor and Statistics, US Dept of Labor, 1996.

Teen Pregnancy

	Parish	State	Nation
Teen Pregnancy Rate	16.0%	18.9%	12.9%

Source: Louisiana Department of Health and Hospitals, 1996.

District Financial Overview

Financial information broadens the understanding of how public school districts function and provides additional context for the interpretation of educational indicators. The two major components of the financial information are revenues and expenditures.

Definitions

- **Revenues**—are governmental funds appropriated for public education. Revenues are received from four main sources:
 1. **Local:** monies collected directly by a district through taxes (ad valorem, sales, and use taxes), bonds, revenues from other local government units, tuition, transportation fees, earnings of investments, food service, and community service.
 2. **State:** monies received from the state government through Louisiana's Minimum Foundation Program (MFP) formula, grants-in-aid, and specific programs such as the Early Childhood Program.
 3. **Federal:** monies received from the federal government through a variety of programs such as Title I, Impact Aid Fund, Reserve Officer Training Corps Program (ROTC), Headstart Programs, School Food Service, Adult Basic Education, and Special Education.
 4. **District revenues per pupil:** total revenues divided by the adjusted October 1 funded student membership.
- **Expenditures**—are charges incurred, whether paid or unpaid, which benefit the current fiscal year. Total expenditures include the following categories:*
- 1. **Instructional Expenditures:** monies spent for classroom instruction, pupil support, and instructional staff support.

2. **Non-instructional expenditures:** monies spent for school administration, business services, operations and maintenance, transportation, food services, enterprises, and community services.
3. **Facility Acquisition & Construction Services:** monies spent for activities concerned with acquiring land and buildings, remodeling buildings, constructing buildings and additions to buildings, initially installing or extending service systems and other built-in equipment, and improving sites.
4. **District expenditures per pupil:** total expenditures minus debt service divided by the adjusted October 1 funded membership.

Additional items frequently of interest to the public are *average salary of full-time teachers* and *beginning teacher salary*. Average salary calculations include full-time classroom teachers and librarians; special education teachers, aides, guidance counselors, and part-time teachers are not included. *Beginning teacher salary* is defined as the salary paid to a new teacher with a bachelor's degree and no experience. This information is different from *average salary of full-time teachers*, which is an average of all teachers' salaries in the district.

Note: Some districts' financial data may be adjusted after the publication of this report due to audits. The financial information in this section is based on the December 1, 1998, figures provided by the Office of Management and Finance, LDE.

* Debt service and other long-term obligations are not included in expenditure figures because these monies provide services during multiple years and should not be attributed to only one year.

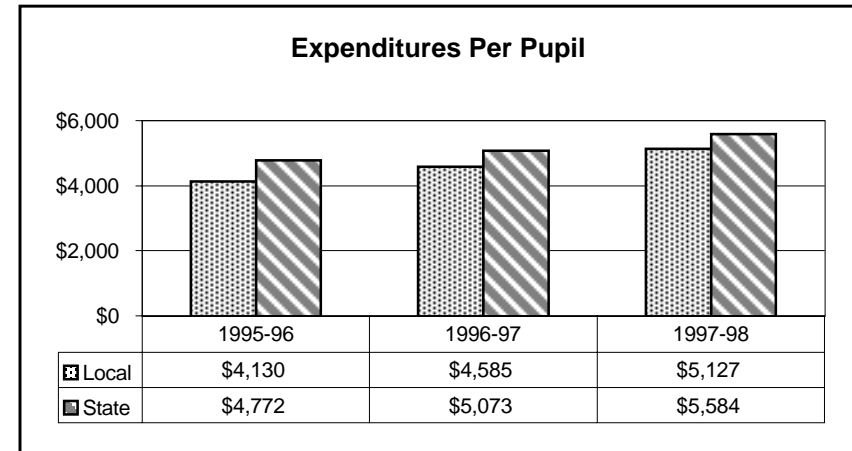
Livingston Parish Financial Profile

District Revenue by Source									
Revenue Source	1995-96			1996-97			1997-98		
	Amount	% of District Total	State Average %	Amount	% of District Total	State Average %	Amount	% of District Total	State Average %
Local	\$22,299,567	28.8%	36.8%	\$24,057,732	27.8%	37.4%	\$24,262,087	25.4%	37.6%
State	\$48,736,638	63.0%	50.9%	\$55,546,444	64.2%	50.8%	\$63,542,808	66.6%	51.0%
Federal	\$6,274,810	8.1%	12.3%	\$6,852,794	7.9%	11.8%	\$7,608,299	8.0%	11.4%
Total	\$77,311,015	100.0%	100.0%	\$86,456,970	100.0%	100.0%	\$95,413,194	100.0%	100.0%

Adjusted October 1 Student Membership		
1995-96	1996-97	1997-98
18,235	18,444	18,754

Revenues Per Pupil			
	1995-96	1996-97	1997-98
Local	\$4,240	\$4,688	\$5,088
State Average	\$4,981	\$5,296	\$5,818

Teacher Salaries			
Year	Local Beginning Salary	Local Average Salary	State Average Salary
1995-96	\$21,086	\$26,263	\$26,800
1996-97	\$23,386	\$28,208	\$29,025
1997-98	\$24,786	\$31,137	\$31,131



District Expenditures by Category									
Expenditure Category	1995-96			1996-97			1997-98		
	Amount	% of District Total	State Average %	Amount	% of District Total	State Average %	Amount	% of District Total	State Average %
Instructional Expenditures	\$47,264,320	67.6%	68.0%	\$51,660,505	68.3%	68.2%	\$60,428,492	69.7%	68.9%
Non-Instructional Expenditures	\$22,686,882	32.4%	32.0%	\$23,981,405	31.7%	31.8%	\$26,285,294	30.3%	31.1%
Subtotal	\$69,951,202	100.0%	100.0%	\$75,641,910	100.0%	100.0%	\$86,713,786	100.0%	100.0%
Facility Acquisition & Construction Services	\$5,368,242			\$8,925,062			\$9,446,320		
Total Expenditures (excluding debt services)	\$75,319,444			\$84,566,972			\$96,160,106		

Notes:

1. District financial data may be adjusted as a result of audits conducted by the Louisiana Department of Education.
2. Percentages may not total to 100% due to rounding.
3. Revenue per pupil and operating expenditure per pupil are based on adjusted October 1 funded student membership.

District Indicator Summary Results

School Characteristics

		Schools in Livingston Parish					
		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
Schools in Livingston Parish							
	October 1 Membership	16,816	17,073	17,497	18,196	18,370	18,671
	Number of Faculty	971	1,001	1,062	1,112	1,138	1,198

Faculty with a Master's Degree or Higher											
1992-93		1993-94		1994-95		1995-96		1996-97		1997-98	
Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
34.79	334	33.43	332	33.68	355	34.09	377	34.01	385	34.06	408

		Class Size Characteristics for Grades K-12											
		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98						
		Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
Class Size Characteristics for Grades K-12													
	<i>Elementary Schools</i>												
	Class Size Range 1 - 20	~	~	21.80	196	27.09	227	32.78	258	38.80	317	47.12	426
	Class Size Range 21 - 26	~	~	62.07	558	53.46	448	50.19	395	49.82	407	42.70	386
	Class Size Range 27 or more	~	~	16.13	145	19.45	163	17.03	134	11.38	93	10.18	92
<i>Middle/Jr. High Schools</i>													
	Class Size Range 1 - 20	~	~	6.58	37	8.77	60	5.90	42	9.88	73	13.99	107
	Class Size Range 21 - 26	~	~	14.23	80	20.76	142	28.79	205	29.50	218	30.46	233
	Class Size Range 27 or more	~	~	79.18	445	70.47	482	65.31	465	60.62	448	55.56	425
<i>High Schools</i>													
	Class Size Range 1 - 20	~	~	25.30	251	26.37	275	24.88	254	26.24	281	30.12	347
	Class Size Range 21 - 26	~	~	33.37	331	37.58	392	37.22	380	31.84	341	36.89	425
	Class Size Range 27 or more	~	~	41.33	410	36.05	376	37.90	387	41.92	449	32.99	380
<i>Combination Schools</i>													
	Class Size Range 1 - 20	~	~	49.37	78	49.40	82	53.30	105	55.31	151	60.61	180
	Class Size Range 21 - 26	~	~	29.11	46	36.75	61	23.86	47	36.63	100	33.67	100
	Class Size Range 27 or more	~	~	21.52	34	13.86	23	22.84	45	8.06	22	5.72	17
<i>All Schools</i>													
	Class Size Range 1 - 20	23.86	608	21.52	562	23.58	644	24.25	659	28.34	822	34.00	1,060
	Class Size Range 21 - 26	38.34	977	38.87	1,015	38.19	1,043	37.80	1,027	36.76	1,066	36.69	1,144
	Class Size Range 27 or more	37.79	963	39.60	1,034	38.23	1,044	37.95	1,031	34.90	1,012	29.31	914

~ = Unavailable Data

District Indicator Summary Results

Student Participation

		Student Attendance					
		1992-93 ¹	1993-94	1994-95	1995-96 ²	1996-97	1997-98
Percent of Student Attendance							
<i>Elementary Schools</i>		~	95.45	95.13	95.25	94.76	94.55
<i>Middle/Jr. High Schools</i>		~	93.82	92.92	93.71	93.04	92.86
<i>High Schools</i>		~	92.05	91.50	92.11	90.79	91.16
<i>Combination Schools</i>		~	94.01	93.71	93.32	92.96	92.98
<i>All Schools</i>		93.78	94.16	93.61	93.98	93.23	93.20

		Student Dropouts											
		1992-93 ³		1993-94		1994-95		1995-96		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
Student Dropouts													
Grade 7		0.34	5	0.26	4	0.13	2	2.85	51	3.09	55	2.46	43
Grade 8		0.94	13	0.95	14	0.14	2	4.22	68	4.02	67	2.38	41
Grade 9		1.69	24	1.28	20	0.99	16	12.27	231	11.40	206	9.99	181
Grade 10		1.94	24	0.65	8	1.16	15	9.58	150	11.14	179	8.04	132
Grade 11		1.27	13	1.64	17	1.37	15	11.07	134	9.00	117	9.10	119
Grade 12		2.00	17	2.33	20	0.47	4	8.32	80	7.90	81	7.12	76

¹ A standard attendance definition was piloted statewide in 1992-93 and implemented statewide in 1993-94; hence, prior years' data may not be comparable.

² Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

³ In 1992-93, Louisiana was in transition to the federal reporting calendar; hence, prior years' data may not be comparable.

~ = Unavailable Data

District Indicator Summary Results

Student Participation (Continued)

Students Suspended and Expelled		Students Suspended and Expelled											
		1992-93		1993-94		1994-95		1995-96 ¹		1996-97		1997-98	
		Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
Students Suspended and Expelled													
Elementary Schools													
Suspended (In School)		~	~	~	~	~	~	~	~	0.13	12	0.08	8
Suspended (Out of School)		~	~	3.28	277	3.91	325	3.25	305	4.14	389	3.11	297
Expelled (In School)		~	~	~	~	~	~	~	~	0.00	0	0.00	0
Expelled (Out of School)		~	~	0.04	3	0.02	2	0.02	2	0.05	5	0.08	8
Middle/Jr. High Schools													
Suspended (In School)		~	~	~	~	~	~	~	~	1.05	48	2.40	109
Suspended (Out of School)		~	~	16.70	550	15.47	575	18.28	805	18.39	837	16.89	766
Expelled (In School)		~	~	~	~	~	~	~	~	0.00	0	0.00	0
Expelled (Out of School)		~	~	1.03	34	1.16	43	0.89	39	0.81	37	0.88	40
High Schools													
Suspended (In School)		~	~	~	~	~	~	~	~	0.17	10	0.00	0
Suspended (Out of School)		~	~	13.47	660	14.62	710	14.12	794	17.34	991	17.61	1,029
Expelled (In School)		~	~	~	~	~	~	~	~	0.00	0	0.00	0
Expelled (Out of School)		~	~	0.82	40	0.51	25	1.00	56	1.24	71	1.64	96
Combination Schools													
Suspended (In School)		~	~	~	~	~	~	~	~	0.39	5	0.00	0
Suspended (Out of School)		~	~	8.85	87	9.80	94	8.17	102	9.06	117	8.76	117
Expelled (In School)		~	~	~	~	~	~	~	~	0.00	0	0.00	0
Expelled (Out of School)		~	~	0.31	3	0.00	0	0.32	4	0.31	4	0.45	6
All Schools													
Suspended (In School)		~	~	~	~	~	~	~	~	0.36	75	0.56	117
Suspended (Out of School)		8.39	1,467	8.94	1,574	9.55	1,704	9.83	2,003	11.24	2,329	10.47	2,200
Expelled (In School)		~	~	~	~	~	~	~	~	0.00	0	0.00	0
Expelled (Out of School)		0.42	73	0.45	80	0.39	70	0.50	101	0.56	117	0.71	150

District Indicator Summary Results

Student Achievement

		Reading Level Evaluation Results											
		1992-93		1993-94		1994-95		1995-96		1996-97		1997-98 ¹	
		Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
Reading Level Evaluation Results - Grade 02													
	Students Assessed		~		~		~		~		~		1,344
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	14.81	199
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	68.82	925
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	16.37	220
Reading Level Evaluation Results - Grade 03													
	Students Assessed		~		~		~		~		~		1,265
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	12.65	160
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	76.05	962
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	11.30	143

		Percent of Students Passing CRT and Number of Students Tested											
		1992-93		1993-94		1994-95		1995-96 ²		1996-97		1997-98	
		Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
Criterion-referenced Test (CRT) Results - Grade 03													
	Language Arts	96	1,239	96	1,382	97	1,311	92	1,382	95	1,327	96	1,389
	Mathematics	94	1,231	96	1,378	97	1,303	93	1,376	96	1,324	95	1,381
Criterion-referenced Test (CRT) Results - Grade 05													
	Language Arts	91	1,293	95	1,336	97	1,285	89	1,537	94	1,460	93	1,429
	Mathematics	92	1,291	96	1,334	98	1,281	91	1,532	94	1,461	94	1,425
Criterion-referenced Test (CRT) Results - Grade 07													
	Language Arts	88	1,343	95	1,330	95	1,343	89	1,483	93	1,472	94	1,491
	Mathematics	89	1,346	91	1,330	93	1,347	85	1,477	89	1,465	91	1,488
Graduation Exit Exam (GEE) Results													
	Language Arts	95	976	96	998	95	1,093	94	1,157	91	1,160	95	1,165
	Mathematics	88	971	88	996	88	1,085	83	1,158	83	1,153	84	1,169
	Written Composition	96	953	96	979	99	1,063	98	1,130	97	1,123	98	1,137
	Science	89	836	93	882	92	917	89	959	91	1,014	91	996
	Social Studies	93	837	94	881	96	913	92	957	92	1,016	93	997

¹ Effective in 1997-98, the Louisiana Legislature required each second and third grade teacher to report the number of students reading below grade level.

² Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

District Indicator Summary Results

Student Achievement (Continued)

		Percent of Students by National Quartiles and Percentile Rank of Average Standard Scores for National Student Norms - The Iowa Tests					
		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 ²
Norm-referenced Test (NRT) Results - Grade 04							
	Fourth Quartile	~	~	~	~	~	26.0
	Third Quartile	~	~	~	~	~	31.4
	Second Quartile	~	~	~	~	~	30.5
	First Quartile	~	~	~	~	~	12.1
	Percentile Rank	~	~	~	~	~	58.0
Norm-referenced Test (NRT) Results - Grade 06							
	Fourth Quartile	~	~	~	~	~	26.7
	Third Quartile	~	~	~	~	~	33.6
	Second Quartile	~	~	~	~	~	27.7
	First Quartile	~	~	~	~	~	12.0
	Percentile Rank	~	~	~	~	~	58.0
Norm-referenced Test (NRT) Results - Grade 08							
	Fourth Quartile	~	~	~	~	~	23.8
	Third Quartile	~	~	~	~	~	33.7
	Second Quartile	~	~	~	~	~	31.6
	First Quartile	~	~	~	~	~	10.9
	Percentile Rank	~	~	~	~	~	57.0
Norm-referenced Test (NRT) Results - Grade 09							
	Fourth Quartile	~	~	~	~	~	21.7
	Third Quartile	~	~	~	~	~	30.5
	Second Quartile	~	~	~	~	~	30.5
	First Quartile	~	~	~	~	~	17.4
	Percentile Rank	~	~	~	~	~	52.0
Norm-referenced Test (NRT) Results - Grade 10							
	Fourth Quartile	~	~	~	~	~	18.9
	Third Quartile	~	~	~	~	~	32.1
	Second Quartile	~	~	~	~	~	31.7
	First Quartile	~	~	~	~	~	17.2
	Percentile Rank	~	~	~	~	~	51.0

¹ Represents graduates from the previous school year.

² In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years data are not presented.

~ = Unavailable Data

District Indicator Summary Results

Student Achievement (Continued)

Percent of Students by National Quartiles and Percentile Rank of Average Standard Scores for National Student Norms - The Iowa Tests		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 ²
Norm-referenced Test (NRT) Results - Grade 11							
Fourth Quartile		~	~	~	~	~	23.9
Third Quartile		~	~	~	~	~	30.6
Second Quartile		~	~	~	~	~	28.6
First Quartile		~	~	~	~	~	16.9
Percentile Rank		~	~	~	~	~	53.0

College Readiness

American College Test (ACT) Results						
1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	
Average Composite Score	19.6	19.3	19.7	19.5	20.1	19.8

	First-time College Freshmen Performance											
	1992-93		1993-94		1994-95		1995-96		1996-97		1997-98	
	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
Number of High School Graduates ¹		745		736		783		849		888		~
HS Graduates Who Were First-time College Freshmen	35.17	262	42.39	312	37.04	290	37.46	318	38.85	345	~	~
First-time Freshmen Enrolled in College Remedial Courses	47.71	125	47.12	147	44.14	128	32.70	104	40.00	138	~	~

¹ Represents graduates from the previous school year.

² In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years data are not presented.

~ = Unavailable Data

Part 2. School Characteristics

Faculty with a Master's Degree or Higher.....	2-7
Class Size Characteristics	2-11

Table 1
Schools in Livingston Parish

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
032001	Albany Lower Elementary School						
	Grade Structure	P,K-4,S	P,K-4,S	K-4	K-2	K-2	K-2
	October 1 Membership	616	656	666	402	412	408
	Number of Faculty	40	41	46	31	33	33
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
032002	Albany High School						
	Grade Structure	9-12,S	9-12,S	9-12	9-12	9-12	9-12
	October 1 Membership	441	495	496	507	470	456
	Number of Faculty	26	30	31	30	32	28
	Category	~	High	High	High	High	High
032004	Denham Springs Elementary School						
	Grade Structure	K-5,S	K-5,S	K-5	K-5	K-5	K-5
	October 1 Membership	466	483	461	449	386	353
	Number of Faculty	29	31	32	32	32	27
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
032005	Denham Springs High School						
	Grade Structure	9-12,S	9-12,S	9-12	9-12	9-12	9-12
	October 1 Membership	1,393	1,455	1,611	1,748	1,774	1,789
	Number of Faculty	81	84	93	98	100	97
	Category	~	High	High	High	High	High
032006	Denham Springs Junior High School						
	Grade Structure	6-8,S	6-8,S	6-8	6-8	6-8	6-8
	October 1 Membership	708	793	783	824	805	817
	Number of Faculty	39	43	45	47	44	45
	Category	~	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High
032007	Doyle Elementary School						
	Grade Structure	K-6,S	K-6,NG,S	K-6	K-6	K-6	K-6
	October 1 Membership	518	475	511	495	487	495
	Number of Faculty	32	34	36	36	36	32
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
032008	Doyle High School						
	Grade Structure	7-12,S	7-12,S	7-12	7-12	7-12	7-12
	October 1 Membership	345	347	368	410	399	403
	Number of Faculty	29	29	30	29	27	28
	Category	~	High	High	High	High	High

~ = Unavailable Data S = Special Education P = Pre-kindergarten NG = Nongraded

Table 1
Schools in Livingston Parish

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
032009	French Settlement High School						
	Grade Structure	7-12,S	7-12,S	7-12	7-12	7-12	7-12
	October 1 Membership	360	338	332	376	365	381
	Number of Faculty	27	26	26	27	27	28
	Category	~	High	High	High	High	High
032010	Freshwater Elementary School						
	Grade Structure	K-5,S	K-5,S	K-5	K-5	K-5	K-5
	October 1 Membership	485	471	454	493	512	414
	Number of Faculty	32	32	31	32	33	31
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
032011	Frost School						
	Grade Structure	K-8,S	K-8,S	K-8	K-8	K-8	K-8
	October 1 Membership	296	290	292	287	300	326
	Number of Faculty	24	24	26	22	23	21
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
032012	Holden High School						
	Grade Structure	K-12,S	K-12,S	K-12	K-12	K-12	K-12
	October 1 Membership	563	562	574	586	608	623
	Number of Faculty	41	40	42	41	44	44
	Category	~	Combination	Combination	Combination	Combination	Combination
032013	Live Oak Lower Elementary School						
	Grade Structure	K-4,S	K-2,S	K-2	K-2	K-2	K-2
	October 1 Membership	793	500	519	539	551	619
	Number of Faculty	45	32	33	37	37	39
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
032014	Live Oak High School						
	Grade Structure	9-12,S	9-12,S	9-12	9-12	9-12	9-12
	October 1 Membership	440	504	538	630	705	728
	Number of Faculty	28	27	33	40	41	44
	Category	~	High	High	High	High	High
032015	Live Oak Middle School						
	Grade Structure	5-8,S	6-8,S	6-8	6-8	6-8	6-8
	October 1 Membership	699	566	565	592	626	625
	Number of Faculty	39	32	32	35	38	34
	Category	~	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High

~ = Unavailable Data S = Special Education P = Pre-kindergarten NG = Nongraded

Table 1
Schools in Livingston Parish

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
032016	Pine Ridge School						
	Grade Structure	~	~	~	K-2,4-12	K-3,6-12	K-4,6-12
	October 1 Membership	~	~	~	84	96	88
	Number of Faculty	~	~	~	22	26	22
032017	Maurepas School						
	Grade Structure	K-12	K-12	K-12	K-12	K-12	K-12
	October 1 Membership	349	357	353	367	361	371
	Number of Faculty	28	27	26	27	27	25
032018	Northside Elementary School						
	Grade Structure	K-5,S	K-5,S	K-5	K-5	K-5	K-5
	October 1 Membership	589	542	550	516	581	474
	Number of Faculty	34	36	37	37	37	32
032019	Seventh Ward Elementary School						
	Grade Structure	K-5,S	K-5,S	K-5	K-5	K-5	K-5
	October 1 Membership	376	383	395	390	379	366
	Number of Faculty	27	26	28	28	27	25
032020	Southside Elementary School						
	Grade Structure	K-5,S	K-5,S	K-5	K-5	K-5	K-5
	October 1 Membership	643	653	621	573	565	458
	Number of Faculty	39	40	40	40	39	31
032021	Southside Junior High School						
	Grade Structure	6-8,S	6-8,S	6-8	6-8	6-8	6-8
	October 1 Membership	797	812	815	860	886	873
	Number of Faculty	45	46	47	50	50	47
032022	Springfield Elementary School						
	Grade Structure	P,K-6,S	P,K-6,S	K-4	K-4	K-4	K-4
	October 1 Membership	663	637	479	459	463	460
	Number of Faculty	40	40	31	34	32	37
		~	Elementary	Elementary	Elementary	Elementary	Elementary

~ = Unavailable Data S = Special Education P = Pre-kindergarten NG = Nongraded

Table 1
Schools in Livingston Parish

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
032023	Springfield High School						
	Grade Structure	7-12,S	7-12	9-12	9-12	9-12	9-12
	October 1 Membership	404	414	239	280	280	278
	Number of Faculty	33	31	25	24	26	23
	Category	~	High	High	High	High	High
032024	Walker High School						
	Grade Structure	9-12,S	9-12,S	9-12	9-12	9-12	9-12
	October 1 Membership	818	815	852	992	1,016	1,033
	Number of Faculty	48	50	51	54	55	58
	Category	~	High	High	High	High	High
032025	Walker Junior High School						
	Grade Structure	7-8,S	7-8,S	7-8	6-8	6-8	6-8
	October 1 Membership	559	597	608	401	442	411
	Number of Faculty	31	31	35	26	29	25
	Category	~	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High
032026	Walker Elementary School						
	Grade Structure	K-3,S	K-3,S	K-3	K-5	K-5	K-5
	October 1 Membership	617	617	615	524	498	602
	Number of Faculty	40	41	42	40	41	41
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
032027	Westside Junior High School						
	Grade Structure	3-6,S	3-6,S	3-6	6-8	6-8	6-8
	October 1 Membership	606	566	572	483	498	548
	Number of Faculty	35	35	36	30	28	29
	Category	~	Elementary	Elementary	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High
032028	French Settlement Elementary School						
	Grade Structure	K-6,S	K-6,S	K-6	K-6	K-6	K-6
	October 1 Membership	392	385	376	378	387	378
	Number of Faculty	28	28	24	29	27	25
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
032031	Levi Milton Elementary School						
	Grade Structure	K-6,S	K-6,S	K-6	K-5	K-5	K-5
	October 1 Membership	729	749	801	555	599	623
	Number of Faculty	42	43	46	38	38	38
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary

~ = Unavailable Data S = Special Education P = Pre-kindergarten NG = Nongraded

Table 1
Schools in Livingston Parish

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
032032	Albany Middle School						
	Grade Structure	5-8,S	5-8,S	5-8	6-8	6-8	6-8
	October 1 Membership	527	494	506	379	379	412
	Number of Faculty	30	30	33	28	26	24
	Category	~	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High
032033	Lewis Vincent Elementary School						
	Grade Structure	K-5,S	K-5,S	K-5	K-5	K-5	K-5
	October 1 Membership	624	619	657	646	566	440
	Number of Faculty	34	35	40	39	40	33
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
032037	Live Oak Upper Elementary School						
	Grade Structure	~	3-5	3-5	3-5	3-5	3-5
	October 1 Membership	~	498	528	573	584	601
	Number of Faculty	~	30	32	35	36	34
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
032038	Springfield Middle School						
	Grade Structure	~	~	5-8	5-8	5-8	5-8
	October 1 Membership	~	~	360	357	345	346
	Number of Faculty	~	~	27	29	28	22
	Category	~	~	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High
032039	Albany Upper Elementary School						
	Grade Structure	~	~	~	3-5	3-5	3-5
	October 1 Membership	~	~	~	397	374	369
	Number of Faculty	~	~	~	31	28	23
	Category	~	~	~	Elementary	Elementary	Elementary
032040	South Walker Elementary School						
	Grade Structure	~	~	~	K-5	K-5	K-5
	October 1 Membership	~	~	~	644	671	611
	Number of Faculty	~	~	~	42	40	42
	Category	~	~	~	Elementary	Elementary	Elementary
032041	Eastside Elementary						
	Grade Structure	~	~	~	~	~	K-5
	October 1 Membership	~	~	~	~	~	492
	Number of Faculty	~	~	~	~	~	31
	Category	~	~	~	~	~	Elementary

~ = Unavailable Data S = Special Education P = Pre-kindergarten NG = Nongraded

Table 1
Schools in Livingston Parish

District	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
October 1 Membership	16,816	17,073	17,497	18,196	18,370	18,671
Number of Faculty	971	1,001	1,062	1,112	1,138	1,198

~ = Unavailable Data S = Special Education P = Pre-kindergarten NG = Nongraded

Faculty with a Master's Degree or Higher

Perhaps the most vital educational resource available to students is the school faculty. One indicator of faculty preparation is the level of academic training the staff has completed.

Organization

Table 2, Faculty with a Master's Degree or Higher, presents the number and percent of faculty attaining a master's degree or higher. Data are presented for all faculty members in all schools in the districts that receive a *School Report Card*. Schools are presented in site code order. District and state totals are presented for comparison purposes.

Data Presentation: *School Report Card*

The *School Report Card* displays the percent of faculty with a master's degree or higher.

Definition

- *Faculty*—school-based instructional personnel. In addition to full-time classroom teachers, these individuals include principals,

assistant principals, guidance counselors, librarians, and other instructional staff (provided these individuals teach at least one class.)

Method of Calculation

The formula used to compute the percentage of faculty who have a master's degree or higher is presented below. Itinerant staff members who are employed at multiple school sites are counted at each school in which they teach, but are counted only once in district and state percentages.

Data Sources

Site-based personnel— district-reported data submitted to the LDE via the Profile of Educational Personnel (PEP).

Faculty degree status— district-reported data submitted to the LDE via the Profile of Educational Personnel (PEP).

Formula Used to Calculate Percent of Faculty with a Master's Degree or Higher

$$\frac{\text{Percent of Faculty with a Master's Degree or Higher}}{\text{Total Number of Faculty at All Education Levels}} = \frac{\text{Number of Faculty with a Master's Degree or Higher}}{\text{Total Number of Faculty at All Education Levels}} \times 100$$

Table 2
Faculty with a Master's Degree or Higher

		1992-93		1993-94		1994-95		1995-96		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
032001	Albany Lower Elementary School	51.28	20	47.50	19	44.44	20	38.71	12	41.94	13	48.48	16
032002	Albany High School	34.62	9	36.67	11	32.26	10	33.33	10	34.38	11	39.29	11
032004	Denham Springs Elementary School	37.93	11	29.03	9	37.50	12	34.38	11	40.63	13	37.04	10
032005	Denham Springs High School	54.32	44	53.57	45	50.54	47	46.94	46	46.00	46	46.39	45
032006	Denham Springs Junior High School	38.46	15	44.19	19	42.22	19	40.43	19	38.64	17	33.33	15
032007	Doyle Elementary School	34.38	11	29.41	10	22.22	8	30.56	11	30.56	11	31.25	10
032008	Doyle High School	34.48	10	31.03	9	33.33	10	27.59	8	25.93	7	32.14	9
032009	French Settlement High School	26.92	7	24.00	6	24.00	6	26.92	7	29.63	8	35.71	10
032010	Freshwater Elementary School	25.00	8	31.25	10	35.48	11	43.75	14	57.58	19	58.06	18
032011	Frost School	47.83	11	43.48	10	32.00	8	36.36	8	34.78	8	33.33	7
032012	Holden High School	57.50	23	56.41	22	60.98	25	57.50	23	55.81	24	52.27	23
032013	Live Oak Lower Elementary School	24.44	11	18.75	6	27.27	9	27.03	10	29.73	11	23.08	9
032014	Live Oak High School	35.71	10	33.33	9	30.30	10	30.00	12	24.39	10	43.18	19
032015	Live Oak Middle School	25.64	10	28.13	9	31.25	10	25.71	9	15.79	6	8.82	3
032016	Pine Ridge School	~	~	~	~	~	~	40.91	9	42.31	11	45.45	10
032017	Maurepas School	44.44	12	46.15	12	48.00	12	38.46	10	38.46	10	40.00	10
032018	Northside Elementary School	29.41	10	30.56	11	32.43	12	32.43	12	32.43	12	21.88	7
032019	Seventh Ward Elementary School	34.62	9	34.62	9	35.71	10	39.29	11	48.15	13	44.00	11
032020	Southside Elementary School	28.21	11	32.50	13	35.00	14	35.00	14	35.90	14	32.26	10
032021	Southside Junior High School	22.73	10	19.57	9	25.53	12	30.00	15	26.00	13	21.28	10
032022	Springfield Elementary School	33.33	13	30.77	12	32.26	10	38.24	13	40.63	13	32.43	12
032023	Springfield High School	51.52	17	48.39	15	48.00	12	45.83	11	42.31	11	39.13	9
032024	Walker High School	27.08	13	22.00	11	21.57	11	24.07	13	21.82	12	27.59	16
032025	Walker Junior High School	38.71	12	35.48	11	37.14	13	38.46	10	41.38	12	32.00	8
032026	Walker Elementary School	37.50	15	29.27	12	30.95	13	30.00	12	26.83	11	26.83	11
032027	Westside Junior High School	38.24	13	28.57	10	30.56	11	36.67	11	42.86	12	31.03	9
032028	French Settlement Elementary School	25.93	7	25.93	7	21.74	5	25.00	7	19.23	5	24.00	6
032031	Levi Milton Elementary School	21.43	9	20.93	9	19.57	9	28.95	11	28.95	11	23.68	9
032032	Albany Middle School	41.38	12	44.83	13	31.25	10	40.74	11	50.00	13	54.17	13
032033	Lewis Vincent Elementary School	26.47	9	37.14	13	37.50	15	33.33	13	37.50	15	42.42	14
032037	Live Oak Upper Elementary School	~	~	23.33	7	21.88	7	22.86	8	22.22	8	23.53	8
032038	Springfield Middle School	~	~	~	~	38.46	10	35.71	10	32.14	9	18.18	4
032039	Albany Upper Elementary School	~	~	~	~	~	~	37.93	11	40.74	11	39.13	9
032040	South Walker Elementary School	~	~	~	~	~	~	19.05	8	20.00	8	23.81	10
032041	Eastside Elementary	~	~	~	~	~	~	~	~	~	~	22.58	7

~ = Unavailable Data

Table 2
Faculty with a Master's Degree or Higher

	1992-93		1993-94		1994-95		1995-96		1996-97		1997-98	
	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
District	34.79	334	33.43	332	33.68	355	34.09	377	34.01	385	34.06	408
State	43.62	21,927	43.57	22,111	42.53	21,844	42.20	21,854	41.55	21,556	39.83	20,938

~ = Unavailable Data

Small classes generally allow more time for pupil-teacher interaction and therefore are instrumental in promoting student learning, especially at the lower elementary grades. In recognition of that fact, the Board of Elementary and Secondary Education has set specific limits on the maximum size of classes at various grade levels (*Bulletin 741*). The maximum enrollment in grades K-3 is 26 students, while in grades 4-12 the maximum enrollment is 33 students. The limits do not apply to activity classes such as physical education, chorus, and band.

Organization

Tables 3a, 3b, 3c, and 3d (Class Size Characteristics for Elementary, Middle/Junior High, High, and Combination Schools, respectively) present the number and percentage of classes that fall within various class size ranges. Data are presented for all schools in the district that receive a *School Report Card*, with schools presented by category and in site code order. District and state percentages are presented for comparison of all schools. Since 1993-94, district and state percentages based on school category also have been provided.

The *District Composite Report* presents class size information for grades K-12 in three ranges: 1-20, 21-26, and 27 or more students.

Data Presentation: *School Report Card*

The *1997-98 School Report Card* provides 1997-98 class size information for grades K-12 by three ranges: 1-20, 21-26, and 27+. Category percentages are provided for comparison purposes.

Definition

- *Class*—a grouping of children under the primary supervision and instruction of an individual teacher for all or part of the instructional day, as reported for the purposes of the *Annual School Report* (ASR) and identifiable by a specific ASR course code.

Method of Calculation

The following criterion was applied to *Annual School Report* (ASR) data to determine which classes should be included/excluded from the class size calculations:

- Activity classes (which have a maximum allowable student count greater than 33) are excluded because their inclusion in the computation would skew the results.

Formulas Used to Calculate Percent of Classes in Each of the Specific Class Size Ranges

$$\frac{\text{Percent of Classes in Specific Class Size Range}}{\text{Percent of Classes in Specific Class Size Range}} = \frac{\text{Number of Classes in Specific Class Size Range}}{\text{Total Number of Classes}} \times 100^*$$

*Note: Due to school categorization, the numerator and denominator will vary. For example, Percent of Classes in Elementary Schools in Specific Class Size Range = (Number of Classes in Elementary Schools in Specific Class Size Range / Total Number of Classes in Elementary Schools) X 100.

Data Source

District-reported data from the *Annual School Report* (ASR).

References

Franklin, B.J. and Glascock, C.H. (1994, November). School configuration: Which configuration is best? Paper presented at the annual meeting of the Mid-South Educational Research Association, Nashville, Tenn.

Louisiana Department of Education, *Louisiana Handbook for School Administrators* (Bulletin 741), Baton Rouge, La.

LDE researchers have explored the relationship between school configuration and Report Card indicators related to student participation and testing. Middle school students perform significantly lower in grades 6 and 7 for all indicators than grades 6 and 7 students in elementary or combination (K-12) schools (Franklin and Glascock, 1994).

Table 3a: Class Size Characteristics
Elementary Schools

		1992-93		1993-94		1994-95		1995-96		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
032001	Albany Lower Elementary School												
	Class Size Range 1 - 20	29.41	10	12.12	4	37.14	13	39.13	9	9.09	2	90.91	20
	Class Size Range 21 - 26	64.71	22	87.88	29	60.00	21	60.87	14	90.91	20	9.09	2
	Class Size Range 27 or more	5.88	2	0.00	0	2.86	1	0.00	0	0.00	0	0.00	0
032004	Denham Springs Elementary School												
	Class Size Range 1 - 20	65.31	32	35.06	27	33.33	29	38.10	32	69.74	53	63.08	41
	Class Size Range 21 - 26	24.49	12	57.14	44	60.92	53	40.48	34	30.26	23	30.77	20
	Class Size Range 27 or more	10.20	5	7.79	6	5.75	5	21.43	18	0.00	0	6.15	4
032007	Doyle Elementary School												
	Class Size Range 1 - 20	22.73	5	32.56	14	29.27	12	31.43	11	28.57	6	16.00	8
	Class Size Range 21 - 26	63.64	14	44.19	19	70.73	29	68.57	24	57.14	12	84.00	42
	Class Size Range 27 or more	13.64	3	23.26	10	0.00	0	0.00	0	14.29	3	0.00	0
032010	Freshwater Elementary School												
	Class Size Range 1 - 20	28.95	11	26.32	10	31.58	12	25.00	8	18.92	7	81.58	31
	Class Size Range 21 - 26	65.79	25	26.32	10	34.21	13	25.00	8	40.54	15	18.42	7
	Class Size Range 27 or more	5.26	2	47.37	18	34.21	13	50.00	16	40.54	15	0.00	0
032011	Frost School												
	Class Size Range 1 - 20	81.08	30	41.03	16	57.14	24	74.19	23	38.46	10	60.34	35
	Class Size Range 21 - 26	5.41	2	33.33	13	16.67	7	6.45	2	53.85	14	31.03	18
	Class Size Range 27 or more	13.51	5	25.64	10	26.19	11	19.35	6	7.69	2	8.62	5
032013	Live Oak Lower Elementary School												
	Class Size Range 1 - 20	18.87	20	40.00	10	76.92	20	92.86	26	71.43	20	81.82	27
	Class Size Range 21 - 26	81.13	86	60.00	15	23.08	6	7.14	2	28.57	8	18.18	6
	Class Size Range 27 or more	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
032018	Northside Elementary School												
	Class Size Range 1 - 20	16.88	13	19.72	14	9.33	7	25.71	18	15.49	11	59.09	39
	Class Size Range 21 - 26	83.12	64	80.28	57	77.33	58	74.29	52	69.01	49	22.73	15
	Class Size Range 27 or more	0.00	0	0.00	0	13.33	10	0.00	0	15.49	11	18.18	12
032019	Seventh Ward Elementary School												
	Class Size Range 1 - 20	48.08	25	27.45	14	15.79	6	15.79	6	25.00	9	82.50	33
	Class Size Range 21 - 26	51.92	27	72.55	37	84.21	32	31.58	12	75.00	27	17.50	7
	Class Size Range 27 or more	0.00	0	0.00	0	0.00	0	52.63	20	0.00	0	0.00	0
032020	Southside Elementary School												
	Class Size Range 1 - 20	18.18	8	26.09	12	50.00	21	62.50	20	51.85	14	50.00	14
	Class Size Range 21 - 26	70.45	31	36.96	17	21.43	9	21.88	7	48.15	13	32.14	9
	Class Size Range 27 or more	11.36	5	36.96	17	28.57	12	15.63	5	0.00	0	17.86	5

~ = Unavailable Data

Table 3a: Class Size Characteristics
Elementary Schools

		1992-93		1993-94		1994-95		1995-96		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
032022	Springfield Elementary School												
	Class Size Range 1 - 20	15.79	9	12.86	9	31.03	9	40.91	9	47.62	10	66.67	18
	Class Size Range 21 - 26	42.11	24	70.00	49	48.28	14	59.09	13	52.38	11	33.33	9
	Class Size Range 27 or more	42.11	24	17.14	12	20.69	6	0.00	0	0.00	0	0.00	0
032026	Walker Elementary School												
	Class Size Range 1 - 20	16.13	10	1.41	1	41.38	12	61.54	16	80.43	37	26.53	13
	Class Size Range 21 - 26	83.87	52	98.59	70	58.62	17	34.62	9	19.57	9	59.18	29
	Class Size Range 27 or more	0.00	0	0.00	0	0.00	0	3.85	1	0.00	0	14.29	7
032027	Westside Junior High School												
	Class Size Range 1 - 20	0.00	0	5.32	5	3.88	4	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High
	Class Size Range 21 - 26	50.54	47	65.96	62	56.31	58	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High
	Class Size Range 27 or more	49.46	46	28.72	27	39.81	41	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High
032028	French Settlement Elementary School												
	Class Size Range 1 - 20	22.50	9	31.58	12	41.67	10	36.59	30	61.11	44	58.14	50
	Class Size Range 21 - 26	32.50	13	39.47	15	54.17	13	41.46	34	20.83	15	37.21	32
	Class Size Range 27 or more	45.00	18	28.95	11	4.17	1	21.95	18	18.06	13	4.65	4
032031	Levi Milton Elementary School												
	Class Size Range 1 - 20	22.22	14	38.71	12	30.30	10	41.67	10	27.78	10	38.71	12
	Class Size Range 21 - 26	68.25	43	48.39	15	51.52	17	58.33	14	72.22	26	61.29	19
	Class Size Range 27 or more	9.52	6	12.90	4	18.18	6	0.00	0	0.00	0	0.00	0
032033	Lewis Vincent Elementary School												
	Class Size Range 1 - 20	17.24	10	10.17	6	6.35	4	11.43	8	53.62	37	46.55	27
	Class Size Range 21 - 26	77.59	45	89.83	53	69.84	44	88.57	62	46.38	32	53.45	31
	Class Size Range 27 or more	5.17	3	0.00	0	23.81	15	0.00	0	0.00	0	0.00	0
032037	Live Oak Upper Elementary School												
	Class Size Range 1 - 20	~	~	26.55	30	25.56	34	16.67	20	32.12	44	22.22	26
	Class Size Range 21 - 26	~	~	46.90	53	42.86	57	64.17	77	63.50	87	53.85	63
	Class Size Range 27 or more	~	~	26.55	30	31.58	42	19.17	23	4.38	6	23.93	28
032039	Albany Upper Elementary School												
	Class Size Range 1 - 20	~	~	~	~	~	~	26.92	7	2.22	1	0.00	0
	Class Size Range 21 - 26	~	~	~	~	~	~	38.46	10	44.44	20	87.10	27
	Class Size Range 27 or more	~	~	~	~	~	~	34.62	9	53.33	24	12.90	4
032040	South Walker Elementary School												
	Class Size Range 1 - 20	~	~	~	~	~	~	11.36	5	4.26	2	42.00	21
	Class Size Range 21 - 26	~	~	~	~	~	~	47.73	21	55.32	26	48.00	24
	Class Size Range 27 or more	~	~	~	~	~	~	40.91	18	40.43	19	10.00	5

~ = Unavailable Data

Table 3a: Class Size Characteristics
Elementary Schools

		1992-93		1993-94		1994-95		1995-96		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
032041	Eastside Elementary												
	Class Size Range 1 - 20	~	~	~	~	~	~	~	~	~	~	20.00	11
	Class Size Range 21 - 26	~	~	~	~	~	~	~	~	~	~	47.27	26
	Class Size Range 27 or more	~	~	~	~	~	~	~	~	~	~	32.73	18
District (Elementary Schools)													
	Class Size Range 1 - 20	~	~	21.80	196	27.09	227	32.78	258	38.80	317	47.12	426
	Class Size Range 21 - 26	~	~	62.07	558	53.46	448	50.19	395	49.82	407	42.70	386
	Class Size Range 27 or more	~	~	16.13	145	19.45	163	17.03	134	11.38	93	10.18	92
District (All Schools)													
	Class Size Range 1 - 20	23.86	608	21.52	562	23.58	644	24.25	659	28.34	822	34.00	1,060
	Class Size Range 21 - 26	38.34	977	38.87	1,015	38.19	1,043	37.80	1,027	36.76	1,066	36.69	1,144
	Class Size Range 27 or more	37.79	963	39.60	1,034	38.23	1,044	37.95	1,031	34.90	1,012	29.31	914
State (Elementary Schools)													
	Class Size Range 1 - 20	~	~	29.86	9,170	30.32	9,287	32.15	9,840	31.58	9,687	34.34	11,090
	Class Size Range 21 - 26	~	~	51.31	15,758	50.85	15,577	50.68	15,510	53.06	16,277	51.25	16,553
	Class Size Range 27 or more	~	~	18.83	5,783	18.83	5,768	17.17	5,255	15.37	4,714	14.41	4,654
State (All Schools)													
	Class Size Range 1 - 20	30.00	33,335	30.42	34,199	31.18	35,133	32.25	36,358	32.51	37,192	34.44	40,803
	Class Size Range 21 - 26	40.59	45,104	39.16	44,023	39.79	44,829	39.63	44,678	40.20	45,996	39.38	46,654
	Class Size Range 27 or more	29.42	32,693	30.41	34,185	29.03	32,715	28.12	31,698	27.29	31,226	26.17	31,003

~ = Unavailable Data

Table 3b: Class Size Characteristics
Middle/Jr. High Schools

		1992-93		1993-94		1994-95		1995-96		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
032006	Denham Springs Junior High School												
	Class Size Range 1 - 20	11.29	14	3.79	5	8.02	13	1.89	3	7.59	12	5.99	10
	Class Size Range 21 - 26	15.32	19	9.09	12	10.49	17	15.72	25	13.92	22	19.16	32
	Class Size Range 27 or more	73.39	91	87.12	115	81.48	132	82.39	131	78.48	124	74.85	125
032015	Live Oak Middle School												
	Class Size Range 1 - 20	17.07	21	17.76	19	15.74	17	1.00	1	13.91	16	9.73	11
	Class Size Range 21 - 26	11.38	14	12.15	13	12.96	14	32.00	32	33.91	39	33.63	38
	Class Size Range 27 or more	71.54	88	70.09	75	71.30	77	67.00	67	52.17	60	56.64	64
032021	Southside Junior High School												
	Class Size Range 1 - 20	5.00	7	4.93	7	6.12	9	0.00	0	2.55	4	16.46	26
	Class Size Range 21 - 26	25.00	35	20.42	29	25.17	37	21.77	32	29.94	47	23.42	37
	Class Size Range 27 or more	70.00	98	74.65	106	68.71	101	78.23	115	67.52	106	60.13	95
032025	Walker Junior High School												
	Class Size Range 1 - 20	2.22	2	0.00	0	1.00	1	1.43	1	2.60	2	15.28	11
	Class Size Range 21 - 26	6.67	6	0.00	0	18.00	18	40.00	28	41.56	32	55.56	40
	Class Size Range 27 or more	91.11	82	100.00	90	81.00	81	58.57	41	55.84	43	29.17	21
032027	Westside Junior High School												
	Class Size Range 1 - 20	Elem	Elem	Elem	Elem	Elem	Elem	7.32	6	4.60	4	3.19	3
	Class Size Range 21 - 26	Elem	Elem	Elem	Elem	Elem	Elem	32.93	27	36.78	32	29.79	28
	Class Size Range 27 or more	Elem	Elem	Elem	Elem	Elem	Elem	59.76	49	58.62	51	67.02	63
032032	Albany Middle School												
	Class Size Range 1 - 20	9.20	8	6.59	6	13.27	13	23.91	22	29.55	26	26.04	25
	Class Size Range 21 - 26	19.54	17	28.57	26	47.96	47	44.57	41	37.50	33	39.58	38
	Class Size Range 27 or more	71.26	62	64.84	59	38.78	38	31.52	29	32.95	29	34.38	33
032038	Springfield Middle School												
	Class Size Range 1 - 20	~	~	~	~	10.14	7	14.52	9	15.79	9	32.31	21
	Class Size Range 21 - 26	~	~	~	~	13.04	9	32.26	20	22.81	13	30.77	20
	Class Size Range 27 or more	~	~	~	~	76.81	53	53.23	33	61.40	35	36.92	24

~ = Unavailable Data

Table 3b: Class Size Characteristics
Middle/Jr. High Schools

		1992-93		1993-94		1994-95		1995-96		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
District (Middle/Jr. High Schools)													
	Class Size Range 1 - 20	~	~	6.58	37	8.77	60	5.90	42	9.88	73	13.99	107
	Class Size Range 21 - 26	~	~	14.23	80	20.76	142	28.79	205	29.50	218	30.46	233
	Class Size Range 27 or more	~	~	79.18	445	70.47	482	65.31	465	60.62	448	55.56	425
District (All Schools)													
	Class Size Range 1 - 20	23.86	608	21.52	562	23.58	644	24.25	659	28.34	822	34.00	1,060
	Class Size Range 21 - 26	38.34	977	38.87	1,015	38.19	1,043	37.80	1,027	36.76	1,066	36.69	1,144
	Class Size Range 27 or more	37.79	963	39.60	1,034	38.23	1,044	37.95	1,031	34.90	1,012	29.31	914
State (Middle/Jr. High Schools)													
	Class Size Range 1 - 20	~	~	21.06	6,253	23.16	6,785	23.22	6,682	24.50	7,050	27.45	8,168
	Class Size Range 21 - 26	~	~	38.07	11,300	39.15	11,471	40.39	11,625	40.85	11,756	39.66	11,802
	Class Size Range 27 or more	~	~	40.87	12,133	37.69	11,045	36.40	10,476	34.66	9,975	32.90	9,791
State (All Schools)													
	Class Size Range 1 - 20	30.00	33,335	30.42	34,199	31.18	35,133	32.25	36,358	32.51	37,192	34.44	40,803
	Class Size Range 21 - 26	40.59	45,104	39.16	44,023	39.79	44,829	39.63	44,678	40.20	45,996	39.38	46,654
	Class Size Range 27 or more	29.42	32,693	30.41	34,185	29.03	32,715	28.12	31,698	27.29	31,226	26.17	31,003

~ = Unavailable Data

Table 3c: Class Size Characteristics
High Schools

		1992-93		1993-94		1994-95		1995-96		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
032002	Albany High School												
	Class Size Range 1 - 20	28.72	27	26.26	26	20.39	21	25.00	22	26.80	26	36.08	35
	Class Size Range 21 - 26	25.53	24	27.27	27	33.98	35	28.41	25	32.99	32	34.02	33
	Class Size Range 27 or more	45.74	43	46.46	46	45.63	47	46.59	41	40.21	39	29.90	29
032005	Denham Springs High School												
	Class Size Range 1 - 20	12.75	38	9.60	29	13.90	46	10.95	37	14.25	50	12.16	45
	Class Size Range 21 - 26	33.22	99	36.09	109	38.67	128	44.08	149	30.20	106	35.95	133
	Class Size Range 27 or more	54.03	161	54.30	164	47.43	157	44.97	152	55.56	195	51.89	192
032008	Doyle High School												
	Class Size Range 1 - 20	41.57	37	46.32	44	29.03	27	41.67	40	36.96	34	40.74	44
	Class Size Range 21 - 26	34.83	31	33.68	32	64.52	60	35.42	34	50.00	46	54.63	59
	Class Size Range 27 or more	23.60	21	20.00	19	6.45	6	22.92	22	13.04	12	4.63	5
032009	French Settlement High School												
	Class Size Range 1 - 20	40.45	36	61.46	59	58.26	67	62.04	67	71.43	80	61.98	75
	Class Size Range 21 - 26	29.21	26	32.29	31	29.57	34	27.78	30	20.54	23	28.93	35
	Class Size Range 27 or more	30.34	27	6.25	6	12.17	14	10.19	11	8.04	9	9.09	11
032014	Live Oak High School												
	Class Size Range 1 - 20	22.00	22	17.00	17	20.97	26	15.57	19	9.70	13	29.63	40
	Class Size Range 21 - 26	36.00	36	28.00	28	37.90	47	42.62	52	32.09	43	42.22	57
	Class Size Range 27 or more	42.00	42	55.00	55	41.13	51	41.80	51	58.21	78	28.15	38
032023	Springfield High School												
	Class Size Range 1 - 20	37.90	47	39.83	47	64.89	61	62.79	54	63.04	58	67.96	70
	Class Size Range 21 - 26	45.16	56	46.61	55	29.79	28	31.40	27	33.70	31	32.04	33
	Class Size Range 27 or more	16.94	21	13.56	16	5.32	5	5.81	5	3.26	3	0.00	0
032024	Walker High School												
	Class Size Range 1 - 20	15.82	28	15.93	29	14.75	27	8.20	15	10.36	20	17.43	38
	Class Size Range 21 - 26	31.07	55	26.92	49	32.79	60	34.43	63	31.09	60	34.40	75
	Class Size Range 27 or more	53.11	94	57.14	104	52.46	96	57.38	105	58.55	113	48.17	105

~ = Unavailable Data

Table 3c: Class Size Characteristics
High Schools

		1992-93		1993-94		1994-95		1995-96		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
District (High Schools)													
Class Size Range 1 - 20		~	~	25.30	251	26.37	275	24.88	254	26.24	281	30.12	347
Class Size Range 21 - 26		~	~	33.37	331	37.58	392	37.22	380	31.84	341	36.89	425
Class Size Range 27 or more		~	~	41.33	410	36.05	376	37.90	387	41.92	449	32.99	380
District (All Schools)													
Class Size Range 1 - 20		23.86	608	21.52	562	23.58	644	24.25	659	28.34	822	34.00	1,060
Class Size Range 21 - 26		38.34	977	38.87	1,015	38.19	1,043	37.80	1,027	36.76	1,066	36.69	1,144
Class Size Range 27 or more		37.79	963	39.60	1,034	38.23	1,044	37.95	1,031	34.90	1,012	29.31	914
State (High Schools)													
Class Size Range 1 - 20		~	~	32.15	14,261	32.55	14,610	33.61	15,285	33.77	15,900	34.96	17,104
Class Size Range 21 - 26		~	~	33.40	14,813	34.49	15,478	33.61	15,285	33.15	15,607	32.95	16,121
Class Size Range 27 or more		~	~	34.45	15,277	32.96	14,792	32.79	14,911	33.08	15,576	32.10	15,704
State (All Schools)													
Class Size Range 1 - 20		30.00	33,335	30.42	34,199	31.18	35,133	32.25	36,358	32.51	37,192	34.44	40,803
Class Size Range 21 - 26		40.59	45,104	39.16	44,023	39.79	44,829	39.63	44,678	40.20	45,996	39.38	46,654
Class Size Range 27 or more		29.42	32,693	30.41	34,185	29.03	32,715	28.12	31,698	27.29	31,226	26.17	31,003

~ = Unavailable Data

Table 3d: Class Size Characteristics
Combination Schools

		1992-93		1993-94		1994-95		1995-96		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
032012	Holden High School												
	Class Size Range 1 - 20	53.68	51	36.05	31	47.31	44	36.26	33	42.55	60	42.95	67
	Class Size Range 21 - 26	40.00	38	34.88	30	43.01	40	32.97	30	51.77	73	50.64	79
	Class Size Range 27 or more	6.32	6	29.07	25	9.68	9	30.77	28	5.67	8	6.41	10
032016	Pine Ridge School												
	Class Size Range 1 - 20	~	~	~	~	~	~	95.00	19	92.00	23	91.67	22
	Class Size Range 21 - 26	~	~	~	~	~	~	5.00	1	8.00	2	8.33	2
	Class Size Range 27 or more	~	~	~	~	~	~	0.00	0	0.00	0	0.00	0
032017	Maurepas School												
	Class Size Range 1 - 20	74.42	64	65.28	47	52.05	38	61.63	53	63.55	68	77.78	91
	Class Size Range 21 - 26	16.28	14	22.22	16	28.77	21	18.60	16	23.36	25	16.24	19
	Class Size Range 27 or more	9.30	8	12.50	9	19.18	14	19.77	17	13.08	14	5.98	7
District (Combination Schools)													
	Class Size Range 1 - 20	~	~	49.37	78	49.40	82	53.30	105	55.31	151	60.61	180
	Class Size Range 21 - 26	~	~	29.11	46	36.75	61	23.86	47	36.63	100	33.67	100
	Class Size Range 27 or more	~	~	21.52	34	13.86	23	22.84	45	8.06	22	5.72	17
District (All Schools)													
	Class Size Range 1 - 20	23.86	608	21.52	562	23.58	644	24.25	659	28.34	822	34.00	1,060
	Class Size Range 21 - 26	38.34	977	38.87	1,015	38.19	1,043	37.80	1,027	36.76	1,066	36.69	1,144
	Class Size Range 27 or more	37.79	963	39.60	1,034	38.23	1,044	37.95	1,031	34.90	1,012	29.31	914
State (Combination Schools)													
	Class Size Range 1 - 20	~	~	58.95	4,515	56.60	4,451	57.86	4,551	57.86	4,555	59.43	4,441
	Class Size Range 21 - 26	~	~	28.10	2,152	29.29	2,303	28.71	2,258	29.93	2,356	29.14	2,178
	Class Size Range 27 or more	~	~	12.95	992	14.11	1,110	13.43	1,056	12.21	961	11.43	854
State (All Schools)													
	Class Size Range 1 - 20	30.00	33,335	30.42	34,199	31.18	35,133	32.25	36,358	32.51	37,192	34.44	40,803
	Class Size Range 21 - 26	40.59	45,104	39.16	44,023	39.79	44,829	39.63	44,678	40.20	45,996	39.38	46,654
	Class Size Range 27 or more	29.42	32,693	30.41	34,185	29.03	32,715	28.12	31,698	27.29	31,226	26.17	31,003

~ = Unavailable Data

Part 3. Student Participation

Student Attendance	3-1
Student Dropouts	3-7
Students Suspended and Expelled	3-13

More than a decade ago, American schools were challenged by *A Nation at Risk* to do whatever necessary to reduce the amount of instructional time lost to absenteeism (Bennett, 1988). As educators have long recognized, occasional absences cause some learning disruption, but frequent student absences can severely reduce academic progress (Bamber, 1979).

The percent of student attendance reflects the percentage of time the average student is present within the total number of instructional days. Since 1993-94, attendance has been calculated to the nearest half day.

Prior to 1995-96, attendance data were reported for regular education students only. The 1995-96, 1996-97, and 1997-98 data include special education students as well; hence, comparisons with prior years data are strongly discouraged.

Organization

Tables 4a, 4b, 4c, and 4d, Student Attendance, present the percent of student attendance for each school in the district receiving a *School Report Card*. District and state percentages are presented for comparison of all schools. Schools are presented by category and in site code order. Since 1993-94, district and state percentages based on school category have been provided for comparison purposes.

Data Presentation: *School Report Card*

The 1997-98 *School Report Card* presents the percent of student attendance for the school, district, and state, based on the school category.

Of all the School Report Card indicators studied, student attendance yields the strongest positive relationship with average test scores. This is especially evident in secondary schools with higher attendance. These schools show a marked increase in the percentage of students passing the Graduation Exit Exam (Franklin and Crone, 1993).

Definitions

- *Aggregate days attendance*—the total number of days that students are *present* at the school site over the course of the school year.
- *Aggregate days membership*—the total number of days that students are *enrolled* (but not necessarily *present* at the school site) over the course of the school year.
- *Day of attendance*—effective with the 1992-93 school year, “a student is considered to be in attendance when he or she 1) is physically present at a school site or is participating in an authorized school activity and 2) is under the supervision of authorized personnel. This definition extends to students who are homebound, assigned to and participating in drug rehabilitation programs that contain a state-approved education component, or participating in school-authorized field trips.”

“Students who meet the above criteria and are present at the school site for 26-50 percent of the student’s instructional day shall be credited with a half day of attendance. Those who meet the above criteria and are present for at least 51% of the student’s instructional day are credited with a whole day of attendance. Students who are not physically present or who are participating for 25 percent or less of their instructional day will be considered absent for reporting purposes. Absences, whether excused or unexcused, shall be counted as an absence for reporting to the Department.” (*Bulletin 741*)

As mentioned previously, the above definition was piloted for the 1992-93 school year and has been in effect statewide since the 1993-94 school year.

- *Percent of student attendance*—the ratio of aggregate days student attendance to aggregate days membership.

Method of Calculation

The formulas used in calculating percent of student attendance are presented on the following page.

Data Sources

The attendance indicator is based on district-reported data submitted to the LDE via the Student Information System (SIS).

References

- Bamber, C. (1979). Student and teacher absenteeism. *Phi Delta Kappa Fastback*. 126, 12.
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- Franklin, B. J. and Crone, L. J. (1993). *Louisiana Progress Profiles*. Paper presented at the annual meeting of the American Educational Research Association, Atlanta, Ga.
- Louisiana Department of Education. *Handbook for Louisiana School Administrators (Bulletin 741)*. Baton Rouge, La.: Author.
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Formulas Used to Calculate Percent of Student Attendance

School-level Aggregation

$$\text{Percent of Student Attendance} = \frac{\text{Aggregate Days of Attendance}}{\text{Aggregate Days of Membership}} \times 100$$

District-level Aggregation

$$\text{Percent of Student Attendance} = \frac{\text{Total Aggregate Days of Attendance for All Schools in the District}}{\text{Total Aggregate Days of Membership for All Schools in the District}} \times 100^*$$

State-level Aggregation

$$\text{Percent of Student Attendance} = \frac{\text{Total Aggregate Days of Attendance for All Schools in the State}}{\text{Total Aggregate Days of Membership for All Schools in the State}} \times 100^*$$

*Note: Due to school categorization, the numerator and denominator will vary. For example, Percent of Student Attendance in Elementary Schools = (Aggregate Days of Attendance for All Elementary Schools / Aggregate Days of Membership for All Elementary Schools) X 100.

Table 4a: Percent of Student Attendance
Elementary Schools

	1992-93¹	1993-94	1994-95	1995-96²	1996-97	1997-98
032001 Albany Lower Elementary School	93.74	94.41	94.72	96.24	93.63	93.82
032004 Denham Springs Elementary School	94.59	95.04	95.13	95.78	94.92	95.08
032007 Doyle Elementary School	94.03	95.05	94.24	93.85	93.74	93.72
032010 Freshwater Elementary School	95.65	95.73	95.65	95.78	95.58	95.48
032011 Frost School	94.03	93.81	93.49	91.30	92.92	92.49
032013 Live Oak Lower Elementary School	94.38	95.49	94.22	94.61	94.66	94.36
032018 Northside Elementary School	95.49	96.04	96.20	95.71	95.32	94.34
032019 Seventh Ward Elementary School	95.02	95.98	95.43	96.54	95.20	94.91
032020 Southside Elementary School	94.71	95.52	95.77	95.40	95.04	95.06
032022 Springfield Elementary School	94.54	94.97	93.49	94.29	93.83	94.14
032026 Walker Elementary School	93.40	94.39	94.31	94.44	94.49	93.53
032027 Westside Junior High School	95.33	95.89	95.46	Jr. High	Jr. High	Jr. High
032028 French Settlement Elementary School	94.90	95.97	94.37	94.56	94.21	95.02
032031 Levi Milton Elementary School	95.22	95.43	95.70	95.47	95.28	94.76
032033 Lewis Vincent Elementary School	95.87	96.90	96.53	95.94	96.42	95.96
032037 Live Oak Upper Elementary School	~	96.39	95.82	95.96	95.35	95.53
032039 Albany Upper Elementary School	~	~	~	95.42	94.84	94.50
032040 South Walker Elementary School	~	~	~	96.08	94.19	93.84
032041 Eastside Elementary	~	~	~	~	~	95.28
District (Elementary Schools)	~	95.45	95.13	95.25	94.76	94.55
District (All Schools)	93.78	94.16	93.61	93.98	93.23	93.20
State (Elementary Schools)	~	95.01	95.21	95.01	95.20	95.01
State (All Schools)	~	93.55	93.64	93.36	93.70	93.40

¹ A standard attendance definition was piloted statewide in 1992-93 and implemented statewide in 1993-94; hence prior years' data may not be comparable.

² Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 4b: Percent of Student Attendance
Middle/Jr. High Schools

	1992-93¹	1993-94	1994-95	1995-96²	1996-97	1997-98
032006 Denham Springs Junior High School	94.31	93.32	92.28	93.46	92.41	92.98
032015 Live Oak Middle School	95.68	95.83	95.14	94.77	93.70	93.57
032021 Southside Junior High School	94.44	94.11	93.67	94.59	94.34	94.42
032025 Walker Junior High School	92.01	92.47	91.20	93.58	92.62	91.25
032027 Westside Junior High School	Elem	Elem	Elem	93.38	91.59	91.28
032032 Albany Middle School	93.18	93.58	93.33	93.22	92.28	91.83
032038 Springfield Middle School	~	~	93.24	91.52	93.41	92.86
District (Middle/Jr. High Schools)	~	93.82	92.92	93.71	93.04	92.86
District (All Schools)	93.78	94.16	93.61	93.98	93.23	93.20
State (Middle/Jr. High Schools)	~	92.84	92.72	92.56	93.14	92.69
State (All Schools)	~	93.55	93.64	93.36	93.70	93.40

¹ A standard attendance definition was piloted statewide in 1992-93 and implemented statewide in 1993-94; hence prior years' data may not be comparable.

² Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 4c: Percent of Student Attendance
High Schools

	1992-93 ¹	1993-94	1994-95	1995-96 ²	1996-97	1997-98
032002 Albany High School	91.20	91.35	89.66	89.44	90.40	90.40
032005 Denham Springs High School	91.52	91.89	91.19	92.28	90.43	91.00
032008 Doyle High School	91.55	92.79	92.36	92.60	90.24	91.87
032009 French Settlement High School	92.02	92.71	89.83	92.97	91.32	90.51
032014 Live Oak High School	91.23	91.09	92.56	92.80	90.38	90.92
032023 Springfield High School	90.57	92.69	92.35	91.42	90.46	91.42
032024 Walker High School	92.46	92.44	92.46	92.40	91.99	91.85
District (High Schools)	~	92.05	91.50	92.11	90.79	91.16
District (All Schools)	93.78	94.16	93.61	93.98	93.23	93.20
State (High Schools)	~	90.97	91.02	90.62	91.06	90.75
State (All Schools)	~	93.55	93.64	93.36	93.70	93.40

¹ A standard attendance definition was piloted statewide in 1992-93 and implemented statewide in 1993-94; hence prior years' data may not be comparable.

² Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 4d: Percent of Student Attendance
Combination Schools

	1992-93¹	1993-94	1994-95	1995-96²	1996-97	1997-98
032012 Holden High School	94.31	93.83	93.58	93.73	93.70	93.50
032016 Pine Ridge School	~	~	~	87.24	85.40	85.64
032017 Maurepas School	94.88	94.30	93.80	94.03	93.63	93.73
District (Combination Schools)	~	94.01	93.71	93.32	92.96	92.98
District (All Schools)	93.78	94.16	93.61	93.98	93.23	93.20
State (Combination Schools)	~	94.45	94.48	94.20	94.67	94.16
State (All Schools)	~	93.55	93.64	93.36	93.70	93.40

¹ A standard attendance definition was piloted statewide in 1992-93 and implemented statewide in 1993-94; hence prior years' data may not be comparable.

² Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Students who drop out of school deprive our country of potentially valuable human resources (Hershaff, 1980). Research indicates that dropping out of school has negative consequences both for the individual who drops out and for society (Curry, Payson, and Sandhu, 1990).

Over the last 20 years, there has been a general increase in high school completion rates. Despite these gains, dropout rates remain at unacceptably high levels. The monitoring of high school dropout rates provides one measure of our progress in increasing the educational attainment of the state's youth. Unfortunately, determining the exact number of students who actually drop out of school is extremely difficult.

According to LDE research, the percent of student dropouts has a strong negative correlation with test scores and attendance, and a positive correlation with school size. Thus, schools with low average test scores and low average attendance generally experience high dropout rates. Larger schools (those with enrollments of roughly 700 or more students) exhibit higher dropout rates than do smaller schools (Franklin and Crone, 1993).

Prior to 1995-96, attendance data were reported for regular education students only. The 1995-96, 1996-97, and 1997-98 data include special education students as well; hence, comparisons with prior years data are strongly discouraged.

Organization

Table 5, Student Dropouts, presents the number and percent of students (by grade level) who drop out of school for grades 7-12. Data are presented by school site code for all *Report Card* schools in the district whose grade structure includes grade seven or higher. District and state numbers and percents are offered for comparison purposes.

Data Presentation: *School Report Card*

School-level counts and percents are reported (by grade) for grades 7-12. Also, district and state percents are presented.

Definitions

- *Cumulative Enrollment*—the sum of all students enrolled in a school or district for at least one school day during the course of the school year, used as the denominator for calculating school- and district-level suspension and expulsion percents.
- 1. *Dropout*—the National Center for Education Statistics (NCES) defines a dropout in the following manner. A school dropout is an individual who was enrolled in school at some time during the previous year, was not enrolled at the beginning of the current school year, had not graduated from high school or completed an approved educational program, and did not meet any of the following exclusionary conditions:
 - Death;
 - Temporary absence due to suspension or illness; or
 - Transfer to another public school district, private school, or state- or district-approved education program.

For the purpose of this definition:

- A school year is the 12-month period of time beginning with the normal opening of school in the fall, with dropouts from the previous summer reported for the year and grade for which they fail to enroll;
- An individual has graduated from high school or completed an approved education program upon receipt of formal recognition from school authorities; and
- A state- or district-approved education program may include special education programs, home-based instruction, and school-sponsored GED preparation.

Method of Calculation

Louisiana's school- and district-level student dropout percents are calculated by dividing the total number of student dropouts in each grade for grades 7-12 by the cumulative enrollment for that grade. The formulas used to produce percent of student dropouts are presented at the bottom of this page.

Data Sources

The dropout indicator is based on district-reported data submitted to the LDE via the Student Information System (SIS).

References

- Curry, B. A., Payson, James and Sandhu, Daya S. (1990). Efficacy of a university designed dropout prevention program for at-risk adolescents of Louisiana. *Louisiana Education Research Journal*. XVI:1, 52.
- Franklin, B. J. and Crone, L. J. (1993, April). *Louisiana Progress Profiles*. Paper presented at the annual meeting of the American Educational Research Association, Atlanta, Ga.
- Hershaff, S. M. (1980). Dropouts: A comparison of their general feelings of alienation and attitudes toward school with those of persisters. *The Southern Journal of Educational Research*. XIV:4, 247.
- National Center for Education Statistics (1993). *Dropout rates in the United States: 1993*. U.S. Department of Education, Office of Educational Research and Improvement. Government Printing Office: Washington, DC.

Formulas Used to Calculate Percent of Student Dropouts (Grades 7-12)

School-level Aggregation

$$\text{Percent of Student Dropouts (By Grade Level)} = \frac{\text{Number of Student Dropouts (By Grade Level)}}{\text{Cumulative Enrollment (By Grade Level)}} \times 100$$

District-level Aggregation

$$\text{Percent of Student Dropouts (By Grade Level)} = \frac{\text{Total Number of Student Dropouts (By Grade Level) For All Schools in the District}}{\text{Cumulative Enrollment (By Grade Level) For All Schools in the District}} \times 100$$

State-level Aggregation

$$\text{Percent of Student Dropouts (By Grade Level)} = \frac{\text{Total Number of Student Dropouts (By Grade Level) For All Schools in the State}}{\text{Cumulative Enrollment (By Grade Level) For All Schools in the State}} \times 100$$

Table 5: Student Dropouts

		1992-93¹		1993-94		1994-95		1995-96²		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
032002	Albany High School												
	Grade 9	1.94	3	0.00	0	1.23	2	8.85	17	9.19	17	4.11	6
	Grade 10	2.26	4	0.00	0	3.49	6	10.78	18	8.43	14	4.43	7
	Grade 11	1.50	2	0.00	0	0.72	1	13.38	19	9.23	12	9.09	11
	Grade 12	1.82	2	8.49	9	0.00	0	8.57	9	6.25	6	7.84	8
032005	Denham Springs High School												
	Grade 9	0.52	3	0.52	3	0.90	6	13.93	96	10.49	75	11.89	80
	Grade 10	0.86	4	0.21	1	0.84	4	9.00	54	11.94	64	8.70	55
	Grade 11	0.52	2	2.57	10	1.78	8	14.43	58	9.11	42	9.56	43
	Grade 12	1.00	3	1.64	5	0.92	3	9.50	34	7.95	26	8.61	31
032006	Denham Springs Junior High School												
	Grade 7	0.00	0	0.00	0	0.00	0	2.40	8	2.88	9	3.02	10
	Grade 8	0.00	0	0.70	2	0.00	0	3.51	11	2.55	8	2.96	9
032008	Doyle High School												
	Grade 7	0.00	0	1.12	1	0.00	0	0.00	0	9.00	9	5.66	6
	Grade 8	1.45	1	0.00	0	0.00	0	3.95	3	3.49	3	5.49	5
	Grade 9	2.44	1	2.67	2	1.12	1	12.71	15	19.63	21	9.91	11
	Grade 10	0.00	0	2.00	1	0.00	0	12.33	9	23.60	21	14.71	10
	Grade 11	0.00	0	0.00	0	0.00	0	5.17	3	13.21	7	8.20	5
	Grade 12	4.44	2	0.00	0	0.00	0	15.56	7	3.77	2	6.52	3
032009	French Settlement High School												
	Grade 7	1.75	1	2.78	2	0.00	0	5.41	4	0.00	0	1.30	1
	Grade 8	0.00	0	1.64	1	0.00	0	1.43	1	5.26	3	4.84	3
	Grade 9	4.55	4	7.04	5	0.00	0	7.84	8	7.14	7	15.09	16
	Grade 10	5.48	4	1.23	1	0.00	0	10.67	8	9.78	9	11.36	10
	Grade 11	1.43	1	3.77	2	0.00	0	4.76	3	7.94	5	5.41	4
	Grade 12	0.00	0	0.00	0	0.00	0	4.92	3	11.76	6	4.17	2
032011	Frost School												
	Grade 7	3.57	1	3.33	1	3.70	1	5.56	2	1.96	1	2.56	1
	Grade 8	0.00	0	6.90	2	0.00	0	0.00	0	3.70	1	0.00	0

¹ In 1992-93, Louisiana was in transition to the federal reporting calendar; hence, prior years' data may not be comparable.

² Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 5: Student Dropouts

		1992-93¹		1993-94		1994-95		1995-96²		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
032012	Holden High School												
	Grade 7	0.00	0	0.00	0	0.00	0	4.35	3	1.33	1	3.85	2
	Grade 8	2.33	1	1.64	1	0.00	0	6.35	4	5.26	3	0.00	0
	Grade 9	5.77	3	2.00	1	0.00	0	8.93	5	3.77	2	13.21	7
	Grade 10	2.00	1	2.33	1	0.00	0	7.41	4	5.26	3	9.43	5
	Grade 11	0.00	0	0.00	0	0.00	0	7.69	3	0.00	0	12.07	7
	Grade 12	6.90	2	0.00	0	0.00	0	2.70	1	3.03	1	3.45	1
032014	Live Oak High School												
	Grade 9	0.00	0	0.00	0	0.00	0	5.93	15	6.30	16	6.48	19
	Grade 10	0.00	0	0.00	0	0.00	0	8.64	19	7.76	17	6.51	14
	Grade 11	1.89	2	0.00	0	0.84	1	8.59	14	7.94	15	6.84	13
	Grade 12	0.00	0	0.99	1	0.00	0	4.17	4	6.43	9	7.48	11
032015	Live Oak Middle School												
	Grade 7	0.00	0	0.00	0	0.00	0	1.62	4	2.50	6	1.17	3
	Grade 8	0.55	1	0.00	0	0.00	0	2.45	5	4.15	10	1.28	3
032016	Pine Ridge School												
	Grade 7	~	~	~	~	~	~	25.00	1	0.00	0	0.00	0
	Grade 8	~	~	~	~	~	~	5.56	1	8.70	2	6.67	1
	Grade 9	~	~	~	~	~	~	9.38	3	14.29	4	2.56	1
	Grade 10	~	~	~	~	~	~	20.00	2	14.29	2	11.54	3
	Grade 11	~	~	~	~	~	~	25.00	1	0.00	0	20.00	2
	Grade 12	~	~	~	~	~	~	0.00	0	15.79	3	18.18	4
032017	Maurepas School												
	Grade 7	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	4.44	2
	Grade 8	0.00	0	0.00	0	2.63	1	9.09	3	4.08	2	2.63	1
	Grade 9	0.00	0	0.00	0	4.26	2	13.16	5	19.35	6	4.35	2
	Grade 10	0.00	0	0.00	0	0.00	0	4.88	2	0.00	0	0.00	0
	Grade 11	0.00	0	2.86	1	0.00	0	2.50	1	9.09	4	7.14	2
	Grade 12	5.00	1	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
032021	Southside Junior High School												
	Grade 7	1.02	3	0.00	0	0.30	1	4.15	14	3.86	13	3.09	10
	Grade 8	0.00	0	0.34	1	0.00	0	5.11	16	5.66	18	2.08	7

¹ In 1992-93, Louisiana was in transition to the federal reporting calendar; hence, prior years' data may not be comparable.

² Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 5: Student Dropouts

		1992-93¹		1993-94		1994-95		1995-96²		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
032023	Springfield High School												
	Grade 7	0.00	0	0.00	0	~	~	~	~	~	~	~	~
	Grade 8	8.51	8	5.71	6	~	~	~	~	~	~	~	~
	Grade 9	7.87	7	3.74	4	0.00	0	10.66	13	7.84	8	1.59	2
	Grade 10	12.00	9	0.00	0	2.82	2	10.47	9	16.49	16	1.00	1
	Grade 11	9.38	6	1.79	1	1.79	1	5.63	4	15.49	11	0.00	0
	Grade 12	18.18	6	3.45	2	0.00	0	5.66	3	5.45	3	2.08	1
032024	Walker High School												
	Grade 9	0.87	3	1.32	5	1.42	5	12.77	54	13.93	50	9.92	37
	Grade 10	0.76	2	1.44	4	1.08	3	8.50	25	9.43	33	8.13	27
	Grade 11	0.00	0	1.33	3	1.89	4	10.69	28	7.66	21	11.47	32
	Grade 12	0.49	1	1.56	3	0.53	1	10.11	19	10.78	25	6.33	15
032025	Walker Junior High School												
	Grade 7	0.00	0	0.00	0	0.00	0	1.76	5	1.11	2	0.00	0
	Grade 8	0.59	2	0.35	1	0.00	0	4.11	13	3.21	5	3.41	6
032027	Westside Junior High School												
	Grade 7	~	~	~	~	~	~	0.99	3	3.62	8	1.46	3
	Grade 8	~	~	~	~	~	~	2.22	4	3.76	7	0.48	1
032032	Albany Middle School												
	Grade 7	0.00	0	0.00	0	0.00	0	2.50	4	2.44	4	2.78	4
	Grade 8	0.00	0	0.00	0	0.00	0	2.65	4	2.31	3	3.11	5
032038	Springfield Middle School												
	Grade 7	~	~	~	~	0.00	0	2.63	3	1.98	2	1.11	1
	Grade 8	~	~	~	~	0.93	1	3.06	3	1.79	2	0.00	0

¹ In 1992-93, Louisiana was in transition to the federal reporting calendar; hence, prior years' data may not be comparable.

² Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 5: Student Dropouts

	1992-93¹		1993-94		1994-95		1995-96²		1996-97		1997-98	
	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
District												
Grade 7	0.34	5	0.26	4	0.13	2	2.85	51	3.09	55	2.46	43
Grade 8	0.94	13	0.95	14	0.14	2	4.22	68	4.02	67	2.38	41
Grade 9	1.69	24	1.28	20	0.99	16	12.27	231	11.40	206	9.99	181
Grade 10	1.94	24	0.65	8	1.16	15	9.58	150	11.14	179	8.04	132
Grade 11	1.27	13	1.64	17	1.37	15	11.07	134	9.00	117	9.10	119
Grade 12	2.00	17	2.33	20	0.47	4	8.32	80	7.90	81	7.12	76
Grades 9 - 12	~	~	~	~	~	~	10.59	595	10.16	583	8.71	508
State												
Grade 7	~	~	1.47	904	0.78	480	4.46	2,816	4.73	2,904	3.44	2,122
Grade 8	~	~	1.71	971	0.93	538	6.04	3,568	5.53	3,232	4.46	2,519
Grade 9	~	~	6.48	4,018	4.63	2,898	12.90	8,966	13.51	9,245	11.67	7,688
Grade 10	~	~	4.91	2,531	3.79	2,005	11.86	6,554	12.10	6,626	10.53	5,802
Grade 11	~	~	4.57	1,988	3.55	1,555	10.78	4,991	10.58	4,897	9.08	4,161
Grade 12	~	~	3.70	1,433	2.65	1,061	10.75	4,397	8.62	3,605	8.71	3,716
Grades 9 - 12	~	~	~	~	~	~	11.75	24,908	11.53	24,373	10.20	21,367

¹ In 1992-93, Louisiana was in transition to the federal reporting calendar; hence, prior years' data may not be comparable.

² Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Students Suspended and Expelled

Student suspension not only harms students by depriving them of valuable instruction, it also harms communities, the individual school, and school district (Garibaldi, 1978).

Prior to 1995-96, attendance data were reported for regular education students only. The 1995-96, 1996-97, and 1997-98 data include special education students as well; hence, comparisons with prior years data are strongly discouraged.

Organization

Tables 6a, 6b, 6c, and 6d, Students Suspended and Expelled, present the number and percent of students suspended and the number and percent of students expelled for each school in the district receiving a *School Report Card*. Schools are listed by category and in site code order. District percentages are presented for comparison of all schools. Since 1993-94, percentages based on the school category also have been provided for comparison purposes.

It should be pointed out that the “students suspended” number reflects the number of students at the school site who were suspended at least once during the school year. Because some students are suspended more than once over the course of the school year, the total incidence of suspension may be greater than the number reported here.

Data Presentation: *School Report Card*

The 1997-98 *School Report Card* presents the school-level number and percent of students suspended and expelled. Category statistics are provided at the district level for comparison purposes.

Definitions

- *Cumulative Enrollment*—the sum of all students enrolled in a school or district for at least one school day during the course of the school year, used as the denominator for calculating school- and district-level suspension and expulsion percents.
- *In-school Expulsion*—student is temporarily removed from his/her usual classroom placement to an alternative setting for a period of time specified by the LEA and no interruption of instructional services occurs.
- *In-school Suspension*—student is temporarily removed from his/her usual classroom placement to an alternative setting for a minimum of one complete school day and no interruption of instructional services occurs.
- *Out-of-school Expulsion*—removal (exit) of a student from school for a determined number of days with no provision of instructional services.
- *Out-of-school Suspension*—student is temporarily prohibited from participating in his/her usual placement within school with no provision of instructional service; only suspensions resulting in removal for at least one full day are included.

Schools which report comparatively high suspension rates tend to serve more low-income students than those which report low suspension rates. Suspension rates tend to be higher among large schools. Middle schools and secondary schools report higher suspension rates than schools with other grade configurations. Finally, class enrollments are larger in high-suspension schools (Kennedy, 1993). This research is further supported by Franklin and Glascock (1994) who found that suspension rates are significantly higher in middle schools than elementary or combination (K-12) schools.

Method of Calculation

Suspensions and expulsions are calculated for students enrolled in grades K-12. The formulas listed at the bottom of this page were used to calculate the desired school- and district-level percentages for each school category, as well as district-level percentages for all schools.

Data Sources

The suspension and expulsion indicators are based on district-reported data submitted to the LDE via the Student Information System (SIS).

References

- Children's Defense Fund. (1975). *School Suspensions - Are They Helping Children?* Cambridge, Mass.
- Franklin, B. J., and Glascock, C. H. (1994). The K-12 school - Did we forget the importance of continuity? Paper presented at the annual meeting of the Mid-South Education Research Association. Nashville, Tenn.
- Garibaldi, A. M. (1978). *In-School Alternatives to Suspension: Conference Report*. Washington, D.C.: U.S. Government Printing Office.
- Kennedy, E. (1993). A study of out-of-school suspensions and expulsions in Louisiana public schools. Report to the Board of Elementary and Secondary Education. Baton Rouge, La.: Louisiana Department of Education.

Formulas Used to Calculate Percent of Students Suspended, Expelled

School-level Aggregation

$$\text{Percent of Students Suspended} = \frac{\text{Number of Students Suspended}}{\text{Cumulative Enrollment}} \times 100$$

$$\text{Percent of Students Expelled} = \frac{\text{Number of Students Expelled}}{\text{Cumulative Enrollment}} \times 100$$

District-level Aggregation

$$\text{Percent of Students Suspended} = \frac{\text{Total Number of Students Suspended for All Schools in the District}}{\text{Cumulative Enrollment for All Schools in the District}} \times 100^*$$

$$\text{Percent of Students Expelled} = \frac{\text{Total Number of Students Expelled for All Schools in the District}}{\text{Cumulative Enrollment for All Schools in the District}} \times 100^*$$

*Note: Due to school categorization, the numerator and denominator will vary. For example, Percent of Elementary Students Suspended = (Number of Elementary Students Suspended / Cumulative Elementary Student Enrollment) X 100.

Table 6a: Students Suspended and Expelled
Elementary Schools

		1992-93		1993-94		1994-95		1995-96²		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
032001	Albany Lower Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Suspended (Out of School)	0.76	5	2.32	15	4.88	32	2.24	11	1.20	6	1.73	8
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	0.15	1	0.00	0	0.00	0	0.00	0	0.00	0
032004	Denham Springs Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Suspended (Out of School)	1.20	7	3.35	20	6.25	36	3.23	19	5.52	30	6.02	34
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.17	1	0.00	0	0.17	1	0.00	0	0.00	0	0.18	1
032007	Doyle Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Suspended (Out of School)	1.66	10	3.09	17	3.42	19	4.70	27	8.55	50	6.48	37
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.34	2	0.53	3
032010	Freshwater Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.16	1	0.16	1
	Suspended (Out of School)	2.51	14	4.43	22	4.29	21	1.52	9	2.86	18	4.06	26
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.16	1	0.16	1
032011	Frost School												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.29	1	0.00	0
	Suspended (Out of School)	5.69	17	6.21	18	6.04	18	2.95	10	2.36	8	4.04	15
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	0.34	1	0.00	0	0.00	0	0.00	0	0.54	2
032013	Live Oak Lower Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Suspended (Out of School)	1.69	15	1.49	8	1.31	8	1.75	11	0.96	6	0.71	5
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0

¹ Because of reporting differences among districts, no state suspension or expulsion averages are shown prior to 1996-97.

² Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 6a: Students Suspended and Expelled
Elementary Schools

		1992-93		1993-94		1994-95		1995-96²		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
032018	Northside Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Suspended (Out of School)	6.05	42	4.45	28	4.37	27	5.37	34	6.31	43	3.57	23
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.16	1	0.00	0	0.16	1
032019	Seventh Ward Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	1.21	6
	Suspended (Out of School)	0.22	1	0.69	3	0.93	4	1.47	7	1.71	8	1.21	6
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
032020	Southside Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.13	1	0.00	0
	Suspended (Out of School)	3.21	25	2.49	19	1.53	11	2.04	15	3.61	27	1.71	11
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
032022	Springfield Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Suspended (Out of School)	6.84	49	2.59	18	3.67	18	4.33	25	5.33	29	2.24	13
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.28	2	0.14	1	0.00	0	0.00	0	0.00	0	0.00	0
032026	Walker Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	1.31	9	0.00	0
	Suspended (Out of School)	0.53	4	0.70	5	0.69	5	2.37	25	2.92	20	0.37	3
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
032027	Westside Junior High School												
	Suspended (In School)	~	~	~	~	~	~	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High
	Suspended (Out of School)	6.41	43	9.19	59	8.32	55	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High
	Expelled (In School)	~	~	~	~	~	~	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High
	Expelled (Out of School)	0.00	0	0.00	0	0.15	1	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High

¹ Because of reporting differences among districts, no state suspension or expulsion averages are shown prior to 1996-97.

² Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 6a: Students Suspended and Expelled
Elementary Schools

		1992-93		1993-94		1994-95		1995-96²		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
032028	French Settlement Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Suspended (Out of School)	7.21	30	5.49	24	4.35	18	5.24	25	7.59	36	4.19	20
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.21	1	0.42	2	0.00	0
032031	Levi Milton Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Suspended (Out of School)	0.13	1	0.52	4	4.49	37	1.09	8	2.23	16	3.27	24
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
032033	Lewis Vincent Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Suspended (Out of School)	0.88	6	0.58	4	0.71	5	0.93	7	1.15	8	0.79	5
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
032037	Live Oak Upper Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Suspended (Out of School)	~	~	2.53	13	2.04	11	1.10	7	1.80	12	1.62	11
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	~	~	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
032039	Albany Upper Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Suspended (Out of School)	~	~	~	~	~	~	6.58	29	8.86	39	4.31	18
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	~	~	~	~	~	~	0.00	0	0.00	0	0.00	0
032040	South Walker Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Suspended (Out of School)	~	~	~	~	~	~	4.85	36	4.45	36	3.83	31
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	~	~	~	~	~	~	0.00	0	0.00	0	0.00	0

¹ Because of reporting differences among districts, no state suspension or expulsion averages are shown prior to 1996-97.

² Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 6a: Students Suspended and Expelled
Elementary Schools

		1992-93		1993-94		1994-95		1995-96²		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
032041	Eastside Elementary												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.17	1
	Suspended (Out of School)	~	~	~	~	~	~	~	~	~	~	1.67	10
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	~	~	~	~	~	~	~	~	~	~	0.00	0
District (Elementary Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	0.13	12	0.08	8
	Suspended (Out of School)	~	~	3.28	277	3.91	325	3.25	305	4.14	389	3.11	297
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	~	~	0.04	3	0.02	2	0.02	2	0.05	5	0.08	8
District (All Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	0.36	75	0.56	117
	Suspended (Out of School)	8.39	1,467	8.94	1,574	9.55	1,704	9.83	2,003	11.24	2,329	10.47	2,200
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.42	73	0.45	80	0.39	70	0.50	101	0.56	117	0.71	150
State¹ (Elementary Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	2.17	8,584	3.07	11,949
	Suspended (Out of School)	~	~	~	~	~	~	~	~	4.26	16,806	4.83	18,811
	Expelled (In School)	~	~	~	~	~	~	~	~	0.01	34	0.01	37
	Expelled (Out of School)	~	~	~	~	~	~	~	~	0.08	311	0.11	425
State¹ (All Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	5.55	44,040	7.76	61,311
	Suspended (Out of School)	~	~	~	~	~	~	~	~	9.94	78,866	10.54	83,256
	Expelled (In School)	~	~	~	~	~	~	~	~	0.07	542	0.13	1,014
	Expelled (Out of School)	~	~	~	~	~	~	~	~	0.44	3,454	0.49	3,901

¹ Because of reporting differences among districts, no state suspension or expulsion averages are shown prior to 1996-97.

² Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 6b: Students Suspended and Expelled
Middle/Jr. High Schools

		1992-93		1993-94		1994-95		1995-96²		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
032006	Denham Springs Junior High School												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Suspended (Out of School)	15.65	118	16.84	142	19.66	161	21.16	205	19.45	190	18.67	183
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	1.33	10	0.47	4	1.34	11	0.52	5	1.02	10	1.12	11
032015	Live Oak Middle School												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.41	3	0.00	0
	Suspended (Out of School)	6.86	49	10.75	63	13.12	77	14.86	100	15.44	113	14.37	103
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.14	1	0.00	0	1.19	7	0.89	6	0.14	1	0.28	2
032021	Southside Junior High School												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Suspended (Out of School)	12.96	113	13.04	117	12.50	116	14.58	150	11.84	126	11.44	119
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.46	4	0.45	4	1.08	10	0.78	8	0.85	9	0.48	5
032025	Walker Junior High School												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.38	2	0.00	0
	Suspended (Out of School)	23.74	151	24.49	157	23.25	143	10.06	86	18.68	99	15.47	82
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.79	5	3.90	25	1.46	9	1.29	11	0.94	5	1.70	9
032027	Westside Junior High School												
	Suspended (In School)	Elem	Elem	Elem	Elem	Elem	Elem	~	~	1.48	9	0.00	0
	Suspended (Out of School)	Elem	Elem	Elem	Elem	Elem	Elem	18.37	142	26.52	161	18.81	123
	Expelled (In School)	Elem	Elem	Elem	Elem	Elem	Elem	~	~	0.00	0	0.00	0
	Expelled (Out of School)	Elem	Elem	Elem	Elem	Elem	Elem	0.65	5	1.15	7	0.46	3
032032	Albany Middle School												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Suspended (Out of School)	13.02	69	13.32	71	15.48	78	10.42	47	16.18	72	17.23	81
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.38	2	0.19	1	0.00	0	0.22	1	0.45	2	1.06	5

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² Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 6b: Students Suspended and Expelled
Middle/Jr. High Schools

		1992-93		1993-94		1994-95		1995-96²		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
032038	Springfield Middle School												
	Suspended (In School)	~	~	~	~	~	~	~	~	8.08	34	26.91	109
	Suspended (Out of School)	~	~	~	~	0.00	0	19.61	81	19.71	83	20.74	84
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	~	~	~	~	1.41	6	0.73	3	0.71	3	1.23	5
District (Middle/Jr. High Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	1.05	48	2.40	109
	Suspended (Out of School)	~	~	16.70	550	15.47	575	18.28	805	18.39	837	16.89	766
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	~	~	1.03	34	1.16	43	0.89	39	0.81	37	0.88	40
District (All Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	0.36	75	0.56	117
	Suspended (Out of School)	8.39	1,467	8.94	1,574	9.55	1,704	9.83	2,003	11.24	2,329	10.47	2,200
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.42	73	0.45	80	0.39	70	0.50	101	0.56	117	0.71	150
State¹ (Middle/Jr. High Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	10.03	14,670	14.53	21,148
	Suspended (Out of School)	~	~	~	~	~	~	~	~	16.40	23,990	18.26	26,576
	Expelled (In School)	~	~	~	~	~	~	~	~	0.16	234	0.31	448
	Expelled (Out of School)	~	~	~	~	~	~	~	~	0.87	1,269	1.12	1,629
State¹ (All Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	5.55	44,040	7.76	61,311
	Suspended (Out of School)	~	~	~	~	~	~	~	~	9.94	78,866	10.54	83,256
	Expelled (In School)	~	~	~	~	~	~	~	~	0.07	542	0.13	1,014
	Expelled (Out of School)	~	~	~	~	~	~	~	~	0.44	3,454	0.49	3,901

¹ Because of reporting differences among districts, no state suspension or expulsion averages are shown prior to 1996-97.

² Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 6c: Students Suspended and Expelled
High Schools

		1992-93		1993-94		1994-95		1995-96²		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
032002	Albany High School												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Suspended (Out of School)	21.39	123	24.96	139	25.04	148	25.79	156	23.09	133	26.20	137
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.87	5	1.44	8	0.51	3	1.32	8	0.87	5	2.10	11
032005	Denham Springs High School												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Suspended (Out of School)	5.70	98	6.93	121	8.59	165	11.08	226	16.94	345	17.84	377
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.47	8	0.57	10	0.21	4	0.74	15	1.37	28	1.89	40
032008	Doyle High School												
	Suspended (In School)	~	~	~	~	~	~	~	~	1.64	8	0.00	0
	Suspended (Out of School)	21.23	69	22.31	85	32.00	128	28.39	132	26.23	128	15.77	76
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	2.46	8	0.79	3	1.00	4	1.94	9	1.84	9	1.45	7
032009	French Settlement High School												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Suspended (Out of School)	23.70	91	11.34	45	11.38	43	12.61	56	12.73	55	17.80	81
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	3.13	12	1.01	4	0.26	1	1.58	7	0.93	4	0.88	4
032014	Live Oak High School												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Suspended (Out of School)	10.69	54	12.97	72	17.44	105	10.81	79	11.85	95	11.95	101
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.59	3	0.72	4	1.00	6	0.96	7	0.12	1	1.54	13
032023	Springfield High School												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.62	2	0.00	0
	Suspended (Out of School)	21.00	97	17.95	86	10.71	30	11.14	37	29.94	97	24.25	81
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.87	4	1.67	8	0.00	0	0.90	3	3.70	12	1.50	5

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~ = Unavailable Data

Table 6c: Students Suspended and Expelled
High Schools

		1992-93		1993-94		1994-95		1995-96²		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
032024	Walker High School												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Suspended (Out of School)	7.82	82	10.43	112	8.83	91	9.38	109	11.74	142	14.78	179
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.48	5	0.28	3	0.68	7	0.60	7	0.99	12	1.32	16
District (High Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	0.17	10	0.00	0
	Suspended (Out of School)	~	~	13.47	660	14.62	710	14.12	794	17.34	991	17.61	1,029
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	~	~	0.82	40	0.51	25	1.00	56	1.24	71	1.64	96
District (All Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	0.36	75	0.56	117
	Suspended (Out of School)	8.39	1,467	8.94	1,574	9.55	1,704	9.83	2,003	11.24	2,329	10.47	2,200
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.42	73	0.45	80	0.39	70	0.50	101	0.56	117	0.71	150
State¹ (High Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	8.67	19,412	11.97	26,592
	Suspended (Out of School)	~	~	~	~	~	~	~	~	15.72	35,175	15.80	35,108
	Expelled (In School)	~	~	~	~	~	~	~	~	0.11	254	0.23	512
	Expelled (Out of School)	~	~	~	~	~	~	~	~	0.80	1,797	0.80	1,775
State¹ (All Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	5.55	44,040	7.76	61,311
	Suspended (Out of School)	~	~	~	~	~	~	~	~	9.94	78,866	10.54	83,256
	Expelled (In School)	~	~	~	~	~	~	~	~	0.07	542	0.13	1,014
	Expelled (Out of School)	~	~	~	~	~	~	~	~	0.44	3,454	0.49	3,901

¹ Because of reporting differences among districts, no state suspension or expulsion averages are shown prior to 1996-97.

² Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 6d: Students Suspended and Expelled
Combination Schools

		1992-93		1993-94		1994-95		1995-96²		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
032012	Holden High School												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Suspended (Out of School)	10.40	68	10.88	74	10.96	66	7.03	49	5.48	39	8.65	62
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.46	3	0.29	2	0.00	0	0.14	1	0.14	1	0.28	2
032016	Pine Ridge School												
	Suspended (In School)	~	~	~	~	~	~	~	~	4.35	5	0.00	0
	Suspended (Out of School)	~	~	~	~	~	~	7.69	9	20.00	23	10.06	16
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	~	~	~	~	~	~	0.00	0	0.87	1	0.00	0
032017	Maurepas School												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Suspended (Out of School)	3.99	16	2.95	13	6.36	28	9.98	44	11.70	55	8.39	39
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	0.23	1	0.00	0	0.68	3	0.43	2	0.86	4

¹ Because of reporting differences among districts, no state suspension or expulsion averages are shown prior to 1996-97.

² Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 6d: Students Suspended and Expelled
Combination Schools

		1992-93		1993-94		1994-95		1995-96²		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
District (Combination Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	0.39	5	0.00	0
	Suspended (Out of School)	~	~	8.85	87	9.80	94	8.17	102	9.06	117	8.76	117
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	~	~	0.31	3	0.00	0	0.32	4	0.31	4	0.45	6
District (All Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	0.36	75	0.56	117
	Suspended (Out of School)	8.39	1,467	8.94	1,574	9.55	1,704	9.83	2,003	11.24	2,329	10.47	2,200
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.42	73	0.45	80	0.39	70	0.50	101	0.56	117	0.71	150
State¹ (Combination Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	3.50	1,464	4.40	1,756
	Suspended (Out of School)	~	~	~	~	~	~	~	~	7.88	3,296	8.09	3,226
	Expelled (In School)	~	~	~	~	~	~	~	~	0.05	20	0.05	18
	Expelled (Out of School)	~	~	~	~	~	~	~	~	0.21	87	0.21	85
State¹ (All Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	5.55	44,040	7.76	61,311
	Suspended (Out of School)	~	~	~	~	~	~	~	~	9.94	78,866	10.54	83,256
	Expelled (In School)	~	~	~	~	~	~	~	~	0.07	542	0.13	1,014
	Expelled (Out of School)	~	~	~	~	~	~	~	~	0.44	3,454	0.49	3,901

¹ Because of reporting differences among districts, no state suspension or expulsion averages are shown prior to 1996-97.

² Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Part 4. Student Achievement

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Reading Level Evaluation Results

The ability to read is essential to survive in our society. Many children learn to read quickly and efficiently once exposed to formal instruction. However, this is not an easy task for some children due to a variety of reasons. These children require high quality preschool and kindergarten programs and excellent primary instruction that emphasize language and literacy skills. Act 450 of the 1997 Legislative Session required each second and third grade teacher to report the number of students reading below grade level within the first thirty days of school.

Organization

Tables 7a and 7b present Reading Level Evaluation Results for grades 2 and 3 respectively. These results present the number and percent of students reading below, on, and above their grade levels. This information is provided for each school in the district receiving a *School Report Card*, with schools listed in site code order. District and state results are presented for comparison purposes. Please use caution when comparing, as each district was permitted to select its own assessment instrument(s).

Definition

The following students were evaluated and included in the assessment results:

- All regular education students enrolled as of October 1, 1997;
- All special education students whose IEP designate that they are in a specially designed, regular instructional program;
- All Limited English Proficient (LEP) students who were enrolled in and completed at least two full consecutive academic years in an English-speaking school (including kindergarten);
- Students in alternative programs or placements who are addressing regular curriculum standards; and
- All disabled students according to Section 504.

Assessment Instruments

Each teacher used one of the following types of assessment instruments:

- Basal reading test
- Informal reading inventory
- Computerized reading inventory
- Other standardized tests, such as norm-referenced tests, criterion-referenced tests, etc.

Data Presentation: *School Report Card*

The *1997-98 School Report Cards* present school-level count and percent of students reading below, on, and above their grade levels for grades 2 and 3.

Method of Calculation

The formula used to compute the percents of students reading below, on, and above their grade levels is presented on the following page.

Data Sources

The Reading Level data is based on district-reported data submitted to the Louisiana Department of Education, Division of School Standards, Accountability and Assistance.

Formula Used to Calculate Percent of Students Reading Below, On, and Above Their Grade Levels

$$\begin{array}{l} \text{Percent of Students} \\ \text{Reading Below} \\ \text{Grade Level} \end{array} = \frac{\text{Number of Students Reading Below Grade Level}}{\text{Total Number of Students Assessed in that Grade}} \times 100$$

$$\begin{array}{l} \text{Percent of Students} \\ \text{Reading On} \\ \text{Grade Level} \end{array} = \frac{\text{Number of Students Reading On Grade Level}}{\text{Total Number of Students Assessed in that Grade}} \times 100$$

$$\begin{array}{l} \text{Percent of Students} \\ \text{Reading Above} \\ \text{Grade Level} \end{array} = \frac{\text{Number of Students Reading Above Grade Level}}{\text{Total Number of Students Assessed in that Grade}} \times 100$$

Table 7a: Reading Level Evaluation Results - Grade 2
Number and Percent of Students Reading Below, On, or Above Grade Level

		1992-93		1993-94		1994-95		1995-96		1996-97		1997-98¹	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
032001	Albany Lower Elementary School												
	Students Assessed		~		~		~		~		~		114
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	19.30	22
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	64.04	73
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	16.67	19
032004	Denham Springs Elementary School												
	Students Assessed		~		~		~		~		~		62
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	12.90	8
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	72.58	45
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	14.52	9
032007	Doyle Elementary School												
	Students Assessed		~		~		~		~		~		48
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	18.75	9
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	37.50	18
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	43.75	21
032010	Freshwater Elementary School												
	Students Assessed		~		~		~		~		~		72
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	11.11	8
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	65.28	47
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	23.61	17
032011	Frost School												
	Students Assessed		~		~		~		~		~		42
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	14.29	6
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	59.52	25
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	26.19	11
032012	Holden High School												
	Students Assessed		~		~		~		~		~		58
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	17.24	10
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	68.97	40
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	13.79	8

¹ Effective in 1997-98, the Louisiana Legislature required each second and third grade teacher to report the number of students reading below grade level.

~ = Unavailable data

Table 7a: Reading Level Evaluation Results - Grade 2
Number and Percent of Students Reading Below, On, or Above Grade Level

		1992-93		1993-94		1994-95		1995-96		1996-97		1997-98¹	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
032013 Live Oak Lower Elementary School													
	Students Assessed		~		~		~		~		~		181
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	11.05	20
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	77.90	141
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	11.05	20
032017 Maurepas School													
	Students Assessed		~		~		~		~		~		28
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	14.29	4
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	67.86	19
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	17.86	5
032018 Northside Elementary School													
	Students Assessed		~		~		~		~		~		69
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	23.19	16
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	63.77	44
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	13.04	9
032019 Seventh Ward Elementary School													
	Students Assessed		~		~		~		~		~		55
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	20.00	11
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	67.27	37
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	12.73	7
032020 Southside Elementary School													
	Students Assessed		~		~		~		~		~		62
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	12.90	8
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	66.13	41
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	20.97	13
032022 Springfield Elementary School													
	Students Assessed		~		~		~		~		~		82
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	17.07	14
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	64.63	53
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	18.29	15

¹ Effective in 1997-98, the Louisiana Legislature required each second and third grade teacher to report the number of students reading below grade level.

~ = Unavailable data

Table 7a: Reading Level Evaluation Results - Grade 2
Number and Percent of Students Reading Below, On, or Above Grade Level

		1992-93		1993-94		1994-95		1995-96		1996-97		1997-98¹	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
032026 Walker Elementary School													
	Students Assessed		~		~		~		~		~		90
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	17.78	16
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	74.44	67
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	7.78	7
032028 French Settlement Elementary School													
	Students Assessed		~		~		~		~		~		54
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	16.67	9
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	55.56	30
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	27.78	15
032031 Levi Milton Elementary School													
	Students Assessed		~		~		~		~		~		102
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	9.80	10
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	77.45	79
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	12.75	13
032033 Lewis Vincent Elementary School													
	Students Assessed		~		~		~		~		~		74
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	10.81	8
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	74.32	55
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	14.86	11
032040 South Walker Elementary School													
	Students Assessed		~		~		~		~		~		83
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	14.46	12
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	84.34	70
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	1.20	1
032041 Eastside Elementary													
	Students Assessed		~		~		~		~		~		68
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	11.76	8
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	60.29	41
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	27.94	19

¹ Effective in 1997-98, the Louisiana Legislature required each second and third grade teacher to report the number of students reading below grade level.

~ = Unavailable data

Table 7a: Reading Level Evaluation Results - Grade 2
Number and Percent of Students Reading Below, On, or Above Grade Level

		1992-93		1993-94		1994-95		1995-96		1996-97		1997-98¹	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
District	Students Assessed		~		~		~		~		~		1,344
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	14.81	199
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	68.82	925
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	16.37	220
State (Public)	Students Assessed		~		~		~		~		~		58,692
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	43.48	25,518
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	37.09	21,767
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	19.44	11,407

¹ Effective in 1997-98, the Louisiana Legislature required each second and third grade teacher to report the number of students reading below grade level.

~ = Unavailable data

Table 7b: Reading Level Evaluation Results - Grade 3
Number and Percent of Students Reading Below, On, or Above Grade Level

		1992-93		1993-94		1994-95		1995-96		1996-97		1997-98¹	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
032004	Denham Springs Elementary School												
	Students Assessed		~		~		~		~		~		53
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	15.09	8
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	75.47	40
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	9.43	5
032007	Doyle Elementary School												
	Students Assessed		~		~		~		~		~		53
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	16.98	9
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	73.58	39
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	9.43	5
032010	Freshwater Elementary School												
	Students Assessed		~		~		~		~		~		72
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	5.56	4
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	55.56	40
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	38.89	28
032011	Frost School												
	Students Assessed		~		~		~		~		~		26
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	23.08	6
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	76.92	20
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	0.00	0
032012	Holden High School												
	Students Assessed		~		~		~		~		~		38
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	10.53	4
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	89.47	34
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	0.00	0
032017	Maurepas School												
	Students Assessed		~		~		~		~		~		19
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	15.79	3
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	68.42	13
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	15.79	3

¹ Effective in 1997-98, the Louisiana Legislature required each second and third grade teacher to report the number of students reading below grade level.

~ = Unavailable data

Table 7b: Reading Level Evaluation Results - Grade 3
Number and Percent of Students Reading Below, On, or Above Grade Level

		1992-93		1993-94		1994-95		1995-96		1996-97		1997-98¹	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
032018 Northside Elementary School													
	Students Assessed		~		~		~		~		~		78
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	20.51	16
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	60.26	47
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	19.23	15
032019 Seventh Ward Elementary School													
	Students Assessed		~		~		~		~		~		55
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	14.55	8
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	78.18	43
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	7.27	4
032020 Southside Elementary School													
	Students Assessed		~		~		~		~		~		71
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	8.45	6
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	84.51	60
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	7.04	5
032022 Springfield Elementary School													
	Students Assessed		~		~		~		~		~		75
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	12.00	9
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	85.33	64
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	2.67	2
032026 Walker Elementary School													
	Students Assessed		~		~		~		~		~		48
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	18.75	9
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	54.17	26
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	27.08	13
032028 French Settlement Elementary School													
	Students Assessed		~		~		~		~		~		48
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	18.75	9
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	54.17	26
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	27.08	13

¹ Effective in 1997-98, the Louisiana Legislature required each second and third grade teacher to report the number of students reading below grade level.

~ = Unavailable data

Table 7b: Reading Level Evaluation Results - Grade 3
Number and Percent of Students Reading Below, On, or Above Grade Level

		1992-93		1993-94		1994-95		1995-96		1996-97		1997-98¹	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
032031	Levi Milton Elementary School												
	Students Assessed		~		~		~		~		~		88
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	11.36	10
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	67.05	59
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	21.59	19
032033	Lewis Vincent Elementary School												
	Students Assessed		~		~		~		~		~		72
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	5.56	4
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	80.56	58
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	13.89	10
032037	Live Oak Upper Elementary School												
	Students Assessed		~		~		~		~		~		165
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	9.70	16
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	88.48	146
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	1.82	3
032039	Albany Upper Elementary School												
	Students Assessed		~		~		~		~		~		133
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	11.28	15
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	84.96	113
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	3.76	5
032040	South Walker Elementary School												
	Students Assessed		~		~		~		~		~		92
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	13.04	12
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	86.96	80
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	0.00	0
032041	Eastside Elementary												
	Students Assessed		~		~		~		~		~		79
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	15.19	12
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	68.35	54
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	16.46	13

¹ Effective in 1997-98, the Louisiana Legislature required each second and third grade teacher to report the number of students reading below grade level.

~ = Unavailable data

Table 7b: Reading Level Evaluation Results - Grade 3
Number and Percent of Students Reading Below, On, or Above Grade Level

		1992-93		1993-94		1994-95		1995-96		1996-97		1997-98¹	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
District	Students Assessed		~		~		~		~		~		1,265
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	12.65	160
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	76.05	962
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	11.30	143
State (Public)	Students Assessed		~		~		~		~		~		56,800
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	38.00	21,585
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	42.23	23,989
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	19.76	11,226

¹ Effective in 1997-98, the Louisiana Legislature required each second and third grade teacher to report the number of students reading below grade level.

~ = Unavailable data

Criterion-referenced Test (CRT) Results

Educational tests such as criterion-referenced tests (CRTs) are, in one form or another, tests of academic achievement based on a pre-stated set of standards.

The CRTs administered in this state are part of the Louisiana Educational Assessment Program (LEAP) and are administered in April of each year to public school students at specified grade levels. For the secondary level, the CRT is the Graduation Exit Examination (GEE).

These tests are administered to all students with the exception of special education students whose educational program is Alternative to Regular Placement (ARP). The Progress Profiles Program reports scores for all students taking the tests. This reflects the same reporting format used by the LEAP.

In Louisiana, CRTs provide a measure of the extent to which students meet state-established, grade-level skill requirements in the following subject areas:

- *Grades 3 and 5*—Language Arts and Mathematics,
- *Grade 7*—Language Arts and Mathematics, and
- *Secondary Level (GEE)*—English Language Arts, Mathematics, Written Composition, Science, and Social Studies.

Organization

Tables 8a - 8c provide CRT Results for Grades 3, 5, and 7, respectively, while Table 8d provides GEE test results for first-time GEE test takers. The tables present CRT results for each school in the district receiving a *School Report Card*, with schools shown in school site code order. Also, comparison data are presented for the district and the state.

The tables reflect both the number of students taking the test and the percent of students who meet or exceed standards for the respective grade levels. Thus, the percent of students passing a specific test is the percent scoring at or above the performance standard that the state has set in that subject area.

Data Presentation: *School Report Cards*

The *1997-98 School Report Cards* present school, district, and state percent passing rates by grade level and subject area.

Definition

Criterion-referenced tests (CRTs)—tests that produce a score that tells how individuals/schools perform in achieving an established criteria; LEAP CRT results (as reported by *Progress Profiles*) show the number and percent of Louisiana students who meet or exceed state curriculum content standards.

Data Source

The CRT indicator is based on student-level data tapes provided to the LDE by National Computer Systems, test contractor for the Louisiana Educational Assessment Program (LEAP).

Table 8a: Criterion-referenced Test (LEAP) Results - Grade 3
Percent of Students Passing and Number of Students Tested

		1992-93		1993-94		1994-95		1995-96¹		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
032001	Albany Lower Elementary School												
	Language Arts	94	97	95	101	93	123	~	~	~	~	~	~
	Mathematics	90	97	95	102	98	123	~	~	~	~	~	~
032004	Denham Springs Elementary School												
	Language Arts	100	59	95	73	95	73	86	70	96	67	95	59
	Mathematics	97	59	99	73	99	71	93	70	100	67	98	59
032007	Doyle Elementary School												
	Language Arts	93	61	97	79	95	61	93	81	92	63	98	55
	Mathematics	92	59	97	79	90	61	95	80	84	63	98	55
032010	Freshwater Elementary School												
	Language Arts	95	78	96	78	97	68	92	62	99	89	93	83
	Mathematics	92	77	97	77	100	68	97	62	99	89	96	82
032011	Frost School												
	Language Arts	97	37	90	29	94	32	85	33	97	32	100	25
	Mathematics	97	37	90	29	94	32	85	33	100	32	96	25
032012	Holden High School												
	Language Arts	100	48	100	45	100	36	91	43	98	45	98	42
	Mathematics	100	47	100	45	100	35	95	43	100	45	100	42
032013	Live Oak Lower Elementary School												
	Language Arts	97	143	~	~	~	~	~	~	~	~	~	~
	Mathematics	97	141	~	~	~	~	~	~	~	~	~	~
032017	Maurepas School												
	Language Arts	100	24	94	33	96	26	100	17	100	32	95	21
	Mathematics	96	24	97	33	100	25	100	17	100	32	95	21
032018	Northside Elementary School												
	Language Arts	97	91	99	93	99	89	91	78	92	83	100	79
	Mathematics	93	91	92	93	98	89	91	77	94	83	96	79
032019	Seventh Ward Elementary School												
	Language Arts	98	61	96	71	98	60	100	64	95	66	98	60
	Mathematics	100	61	99	71	100	60	98	64	98	66	93	60
032020	Southside Elementary School												
	Language Arts	94	98	94	112	98	96	96	91	96	75	97	66
	Mathematics	94	98	94	112	99	96	90	91	92	75	97	65

¹ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 8a: Criterion-referenced Test (LEAP) Results - Grade 3
Percent of Students Passing and Number of Students Tested

		1992-93		1993-94		1994-95		1995-96¹		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
032022	Springfield Elementary School												
	Language Arts	86	79	82	73	91	79	81	90	100	85	95	81
	Mathematics	81	78	86	73	90	78	93	89	100	85	95	81
032026	Walker Elementary School												
	Language Arts	100	59	97	94	94	69	81	93	95	73	97	88
	Mathematics	100	59	95	94	93	69	86	91	96	73	87	87
032027	Westside Junior High School												
	Language Arts	95	61	96	84	96	72	~	~	~	~	~	~
	Mathematics	93	60	94	82	96	71	~	~	~	~	~	~
032028	French Settlement Elementary School												
	Language Arts	98	44	95	56	98	56	100	45	98	40	96	57
	Mathematics	95	44	96	56	100	56	100	45	100	40	98	57
032031	Levi Milton Elementary School												
	Language Arts	98	98	97	100	99	93	92	87	98	108	96	93
	Mathematics	97	98	97	99	97	93	85	86	99	108	94	93
032033	Lewis Vincent Elementary School												
	Language Arts	96	101	98	113	100	112	95	111	93	84	98	81
	Mathematics	97	101	97	113	98	112	92	110	95	84	99	79
032037	Live Oak Upper Elementary School												
	Language Arts	~	~	100	148	98	166	96	210	95	170	97	170
	Mathematics	~	~	99	147	99	164	95	209	96	169	95	170
032039	Albany Upper Elementary School												
	Language Arts	~	~	~	~	~	~	94	115	91	106	93	135
	Mathematics	~	~	~	~	~	~	94	117	90	105	92	133
032040	South Walker Elementary School												
	Language Arts	~	~	~	~	~	~	89	92	95	109	92	107
	Mathematics	~	~	~	~	~	~	89	92	95	108	92	106
032041	Eastside Elementary												
	Language Arts	~	~	~	~	~	~	~	~	~	~	97	87
	Mathematics	~	~	~	~	~	~	~	~	~	~	95	87

¹ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 8a: Criterion-referenced Test (LEAP) Results - Grade 3
Percent of Students Passing and Number of Students Tested

	1992-93		1993-94		1994-95		1995-96¹		1996-97		1997-98	
	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
District												
Language Arts	96	1,239	96	1,382	97	1,311	92	1,382	95	1,327	96	1,389
Mathematics	94	1,231	96	1,378	97	1,303	93	1,376	96	1,324	95	1,381
State												
Language Arts	91	56,847	91	57,518	90	55,985	90	58,218	91	56,926	90	56,711
Mathematics	90	56,593	91	57,278	90	55,728	89	58,034	91	56,792	88	56,534

¹ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 8b: Criterion-referenced Test (LEAP) Results - Grade 5
Percent of Students Passing and Number of Students Tested

		1992-93		1993-94		1994-95		1995-96¹		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
032004	Denham Springs Elementary School												
	Language Arts	95	59	99	76	97	66	85	78	92	63	84	49
	Mathematics	93	59	96	76	97	66	90	78	94	63	100	49
032007	Doyle Elementary School												
	Language Arts	87	61	91	66	97	66	93	86	99	68	96	67
	Mathematics	90	61	94	66	97	66	94	86	99	69	93	68
032010	Freshwater Elementary School												
	Language Arts	83	66	84	79	95	63	95	84	93	92	97	60
	Mathematics	73	67	91	79	100	62	99	84	95	92	95	60
032011	Frost School												
	Language Arts	68	25	92	24	94	32	77	31	97	32	97	32
	Mathematics	84	25	92	24	94	32	81	31	100	32	97	32
032012	Holden High School												
	Language Arts	90	41	89	47	96	52	95	43	93	45	95	43
	Mathematics	98	41	89	47	94	52	93	43	93	45	98	43
032015	Live Oak Middle School												
	Language Arts	92	154	~	~	~	~	~	~	~	~	~	~
	Mathematics	94	153	~	~	~	~	~	~	~	~	~	~
032017	Maurepas School												
	Language Arts	82	17	93	29	96	23	84	37	89	27	88	26
	Mathematics	94	17	97	29	96	23	89	37	96	27	92	26
032018	Northside Elementary School												
	Language Arts	99	109	99	87	99	96	93	91	99	101	99	72
	Mathematics	100	109	99	87	99	96	93	91	99	101	93	72
032019	Seventh Ward Elementary School												
	Language Arts	95	59	94	66	95	64	86	78	97	70	93	61
	Mathematics	95	59	98	66	97	63	94	78	99	70	98	61
032020	Southside Elementary School												
	Language Arts	92	100	97	116	99	100	87	116	91	101	94	83
	Mathematics	95	99	95	116	99	100	90	115	92	101	94	83
032022	Springfield Elementary School												
	Language Arts	81	93	91	92	~	~	~	~	~	~	~	~
	Mathematics	87	93	97	92	~	~	~	~	~	~	~	~

¹ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 8b: Criterion-referenced Test (LEAP) Results - Grade 5
Percent of Students Passing and Number of Students Tested

		1992-93		1993-94		1994-95		1995-96¹		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
032026	Walker Elementary School												
	Language Arts	~	~	~	~	~	~	87	97	89	81	94	98
	Mathematics	~	~	~	~	~	~	82	97	74	81	81	98
032027	Westside Junior High School												
	Language Arts	93	152	94	144	97	125	~	~	~	~	~	~
	Mathematics	91	152	94	143	98	125	~	~	~	~	~	~
032028	French Settlement Elementary School												
	Language Arts	90	48	95	42	100	45	91	64	97	59	88	52
	Mathematics	94	48	95	42	100	45	91	64	100	59	96	52
032031	Levi Milton Elementary School												
	Language Arts	94	95	99	103	95	107	91	86	94	98	97	98
	Mathematics	94	95	98	103	96	107	89	85	96	98	95	98
032032	Albany Middle School												
	Language Arts	86	117	92	106	95	107	~	~	~	~	~	~
	Mathematics	91	117	97	106	96	107	~	~	~	~	~	~
032033	Lewis Vincent Elementary School												
	Language Arts	97	97	98	101	99	102	98	121	98	116	95	86
	Mathematics	96	96	100	100	98	101	96	121	97	116	96	85
032037	Live Oak Upper Elementary School												
	Language Arts	~	~	99	158	99	157	93	192	98	176	97	230
	Mathematics	~	~	97	158	99	157	94	192	96	176	98	230
032038	Springfield Middle School												
	Language Arts	~	~	~	~	95	80	85	82	83	84	78	94
	Mathematics	~	~	~	~	99	79	90	81	86	83	87	92
032039	Albany Upper Elementary School												
	Language Arts	~	~	~	~	~	~	87	136	96	142	96	118
	Mathematics	~	~	~	~	~	~	90	134	92	143	94	116
032040	South Walker Elementary School												
	Language Arts	~	~	~	~	~	~	83	115	93	105	92	85
	Mathematics	~	~	~	~	~	~	88	115	90	105	98	85
032041	Eastside Elementary												
	Language Arts	~	~	~	~	~	~	~	~	~	~	92	75
	Mathematics	~	~	~	~	~	~	~	~	~	~	99	75

¹ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 8b: Criterion-referenced Test (LEAP) Results - Grade 5
Percent of Students Passing and Number of Students Tested

	1992-93		1993-94		1994-95		1995-96¹		1996-97		1997-98	
	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
District												
Language Arts	91	1,293	95	1,336	97	1,285	89	1,537	94	1,460	93	1,429
Mathematics	92	1,291	96	1,334	98	1,281	91	1,532	94	1,461	94	1,425
State												
Language Arts	90	55,817	90	54,975	90	53,644	87	59,292	87	57,617	85	55,793
Mathematics	90	55,725	91	54,885	91	53,564	89	59,183	89	57,637	88	55,716

¹ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 8c: Criterion-referenced Test (LEAP) Results - Grade 7
Percent of Students Passing and Number of Students Tested

		1992-93		1993-94		1994-95		1995-96¹		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
032006	Denham Springs Junior High School												
	Language Arts	89	232	96	210	92	243	83	249	85	243	90	270
	Mathematics	94	231	88	210	92	246	78	247	83	240	89	266
032008	Doyle High School												
	Language Arts	77	71	93	69	91	65	78	80	91	69	94	77
	Mathematics	77	71	84	70	85	65	75	80	84	69	77	77
032009	French Settlement High School												
	Language Arts	86	50	94	54	98	58	94	53	96	49	97	60
	Mathematics	86	50	89	54	91	58	94	53	94	49	95	60
032011	Frost School												
	Language Arts	85	26	100	30	80	25	90	29	98	40	97	34
	Mathematics	88	26	97	30	72	25	83	29	95	40	91	34
032012	Holden High School												
	Language Arts	90	49	92	52	100	45	96	55	100	58	100	43
	Mathematics	90	49	98	52	91	45	82	55	100	58	98	43
032015	Live Oak Middle School												
	Language Arts	95	165	96	175	98	168	91	218	97	198	95	219
	Mathematics	96	165	93	175	95	168	85	217	93	198	92	219
032017	Maurepas School												
	Language Arts	86	36	96	28	90	21	91	34	97	30	94	34
	Mathematics	89	36	82	28	71	21	85	34	90	30	88	34
032021	Southside Junior High School												
	Language Arts	91	255	97	231	96	257	93	258	97	266	97	275
	Mathematics	90	255	94	230	94	258	90	257	94	263	94	275
032023	Springfield High School												
	Language Arts	80	94	92	77	~	~	~	~	~	~	~	~
	Mathematics	73	91	90	77	~	~	~	~	~	~	~	~
032025	Walker Junior High School												
	Language Arts	85	246	94	286	95	257	87	126	90	141	100	138
	Mathematics	85	254	90	286	93	257	79	126	85	141	97	138
032027	Westside Junior High School												
	Language Arts	~	~	~	~	~	~	89	167	90	162	92	154
	Mathematics	~	~	~	~	~	~	84	166	84	161	92	154

¹ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 8c: Criterion-referenced Test (LEAP) Results - Grade 7
Percent of Students Passing and Number of Students Tested

		1992-93		1993-94		1994-95		1995-96¹		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
032032	Albany Middle School												
	Language Arts	90	119	97	117	98	122	89	123	96	134	95	117
	Mathematics	94	118	97	117	100	122	92	123	93	134	90	117
032038	Springfield Middle School												
	Language Arts	~	~	~	~	95	77	86	91	90	82	87	70
	Mathematics	~	~	~	~	91	77	87	90	85	82	83	71
District													
	Language Arts	88	1,343	95	1,330	95	1,343	89	1,483	93	1,472	94	1,491
	Mathematics	89	1,346	91	1,330	93	1,347	85	1,477	89	1,465	91	1,488
State													
	Language Arts	88	55,206	89	54,345	88	53,799	87	57,198	86	56,041	85	57,215
	Mathematics	83	55,018	83	54,272	82	53,599	79	56,798	80	55,823	79	57,055

¹ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 8d: Graduate Exit Examination (GEE) Results
Percent of Students Passing and Number of Students Tested

		1992-93		1993-94		1994-95		1995-96¹		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
032002	Albany High School												
	Language Arts	95	120	97	113	94	119	90	107	87	121	92	97
	Mathematics	90	116	74	113	89	117	80	107	76	119	75	97
	Written Composition	98	114	92	112	96	116	96	103	95	118	97	95
	Science	82	88	95	105	89	104	78	97	88	93	90	99
	Social Studies	93	88	96	105	95	103	88	97	86	94	94	99
032005	Denham Springs High School												
	Language Arts	96	355	97	375	96	379	94	443	92	385	95	465
	Mathematics	86	353	88	374	88	375	79	444	84	384	82	465
	Written Composition	94	344	97	366	99	366	99	430	97	376	99	454
	Science	91	298	93	319	93	338	89	330	91	363	93	334
	Social Studies	91	299	92	318	96	336	93	329	91	365	93	335
032008	Doyle High School												
	Language Arts	95	41	98	40	95	55	94	50	93	56	93	40
	Mathematics	85	41	90	40	91	55	92	50	91	56	85	40
	Written Composition	98	41	100	38	100	56	98	48	95	56	100	40
	Science	89	44	92	39	95	40	92	49	92	39	90	50
	Social Studies	95	44	87	39	98	40	94	49	95	39	94	50
032009	French Settlement High School												
	Language Arts	88	52	96	55	96	47	95	60	93	60	94	71
	Mathematics	72	53	85	55	77	47	78	60	70	60	75	71
	Written Composition	94	52	100	55	100	46	98	59	100	60	97	68
	Science	92	60	97	39	93	54	93	43	88	48	88	51
	Social Studies	98	60	95	39	100	54	98	43	94	48	96	51
032012	Holden High School												
	Language Arts	91	35	97	34	100	28	100	31	90	41	100	35
	Mathematics	97	35	94	33	100	28	97	31	90	41	86	36
	Written Composition	100	34	91	33	100	26	97	31	98	41	100	35
	Science	74	27	79	33	97	29	93	28	81	32	89	38
	Social Studies	89	27	82	33	100	29	96	28	94	32	92	38

¹ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 8d: Graduate Exit Examination (GEE) Results
Percent of Students Passing and Number of Students Tested

		1992-93		1993-94		1994-95		1995-96¹		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
032014	Live Oak High School												
	Language Arts	96	101	98	119	96	155	96	157	87	172	97	172
	Mathematics	92	100	97	118	90	153	83	156	87	171	89	172
	Written Composition	97	99	100	116	100	152	97	153	97	168	99	166
	Science	93	96	99	97	96	105	92	134	93	153	95	152
	Social Studies	96	96	97	96	96	105	94	134	96	152	94	152
032016	Pine Ridge School												
	Language Arts	~	~	~	~	~	~	50	2	100	3	~	~
	Mathematics	~	~	~	~	~	~	100	2	100	3	~	~
	Written Composition	~	~	~	~	~	~	100	2	100	4	~	~
	Science	~	~	~	~	~	~	~	~	100	1	~	~
	Social Studies	~	~	~	~	~	~	~	~	100	1	~	~
032017	Maurepas School												
	Language Arts	95	22	100	27	97	32	94	33	88	24	93	15
	Mathematics	86	22	96	27	94	32	85	33	79	24	73	15
	Written Composition	95	22	100	27	97	32	97	34	100	22	100	15
	Science	83	24	100	24	96	24	93	29	79	33	78	18
	Social Studies	75	24	96	24	88	24	90	29	88	33	94	18
032023	Springfield High School												
	Language Arts	92	53	86	49	87	60	95	57	87	68	84	67
	Mathematics	87	53	77	48	73	60	91	58	72	68	79	67
	Written Composition	96	52	85	48	98	58	96	57	95	60	91	64
	Science	74	43	91	46	84	49	88	52	93	42	81	59
	Social Studies	84	43	98	45	92	49	87	52	95	42	81	59
032024	Walker High School												
	Language Arts	96	197	95	186	95	216	95	217	92	230	98	203
	Mathematics	90	198	94	188	90	216	86	217	88	227	92	206
	Written Composition	96	195	96	184	98	209	99	213	99	218	99	200
	Science	92	156	92	180	90	174	92	197	92	210	90	195
	Social Studies	97	156	95	182	97	173	93	196	94	210	95	195

¹ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 8d: Graduate Exit Examination (GEE) Results
Percent of Students Passing and Number of Students Tested

	1992-93		1993-94		1994-95		1995-96¹		1996-97		1997-98	
	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
District												
Language Arts	95	976	96	998	95	1,093	94	1,157	91	1,160	95	1,165
Mathematics	88	971	88	996	88	1,085	83	1,158	83	1,153	84	1,169
Written Composition	96	953	96	979	99	1,063	98	1,130	97	1,123	98	1,137
Science	89	836	93	882	92	917	89	959	91	1,014	91	996
Social Studies	93	837	94	881	96	913	92	957	92	1,016	93	997
State												
Language Arts	91	41,775	89	41,673	88	43,743	86	45,492	84	45,342	87	46,128
Mathematics	83	41,697	79	41,603	80	43,654	77	45,381	77	45,307	76	46,004
Written Composition	91	40,947	90	40,806	95	42,663	93	44,283	93	43,983	95	44,944
Science	86	35,820	90	37,264	85	36,977	82	39,927	82	40,423	84	40,021
Social Studies	90	35,778	90	37,230	90	36,998	90	39,989	88	40,407	88	39,891

¹ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Norm-referenced Test (NRT) Results

The Louisiana Educational Assessment Program (LEAP) utilizes norm-referenced tests (NRTs) for national student comparisons with Louisiana students. From 1988 to 1992, Louisiana's NRT was the *California Achievement Test (CAT)* Form F, and from 1993 to 1997, Louisiana's NRT was the CAT/5. In 1997, the Iowa Tests were adopted for first administration in the spring of 1998. At grades 4, 6, and 8, the *Iowa Tests of Basic Skills (ITBS)* were administered and at grades 9, 10, and 11, the *Iowa Tests of Educational Development (ITED)* were administered.

ITBS consists of thirteen tests in the subject areas of reading, language, mathematics, social studies, science, and sources of information. The Mathematics Computation test was administered only at grade 4; Mathematics Computation is not used to calculate the Math Total, Core Total, nor the Composite score. The *Iowa Tests of Basic Skills* Composite score is the average of the scores for Reading Total, Language Total, Mathematics Total, Social Studies, Science, and Sources of Information Total. The NRT data tables for grades 4, 6, and 8 in the *School Report Cards* and *District Composite Reports* are based on the Composite percentile rank of the average standard score.

ITED consists of seven tests: Vocabulary, Correctness and Appropriateness of Expression, Ability to Do Quantitative Thinking, Ability to Interpret Literacy Materials, Analysis of Social Studies Materials, Analysis of Science Materials, and Use of Sources of Information. The *Iowa Tests of Educational Development* Composite score is the average of the scores for the seven tests. The NRT data tables for grades 9, 10, and 11 in the *School Report Cards* and *District Composite Reports* are based on the Composite percentile rank of the average standard score.

These test are administered to all students with the exception of special education students whose educational program is Alternative to Regular Placement (ARP). Scores are reported for all students not requiring accommodations to the standardization administration procedures.

Organization

Tables 9a to 9f present 1997-98 NRT results for grades 4, 6, 8, 9, 10, and 11, respectively. Test results are presented for all schools in the district receiving a *School Report Card*, with schools listed in site code order. District, state, and national results are presented for comparison purposes.

Data are grouped as follows:

- *Quartile 4*--the percent of students who scored in the top 25% of students in the national norm group. If 32 of 100 students scored this high, Quartile 4 would read 32 percent.
- *Quartile 3*--the percent of students who scored between the 50th and the 74th national percentiles.
- *Quartile 2*-- the percent of students who scored between the 25th and 49th national percentiles.
- *Quartile 1*--the percent of students who scored between the 1st and 24th national percentiles.
- *Percentile Rank of the Average Standard Score for the National Student Norms*-- percentile rank of the average student in the school, district, or state. For example, a percentile rank of 48 for a school means that 48 percent of the students in the norm group scored at or below the average score obtained by the students in the school.

Data Presentation: *School Report Card*

The 1997-98 *School Report Cards* present percentile rank of the average standard score for the national student norms at the school, district, and state levels.

Definition

Norm-referenced tests (NRTs)-- These tests produce scores that tell how schools/individuals perform in comparison with other schools/individuals; LEAP NRT results (as reported by the *Progress Profiles*) show how Louisiana schools perform when compared with the district, state, and nation.

Data Source

The NRT indicator is based on student-level data provided to the Louisiana Department of Education by Riverside Publishing, test contractor for The Iowa Tests.

Table 9a: Norm-referenced Test (NRT) Results - Grade 4

Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 ¹
032004	Denham Springs Elementary School						
	Fourth Quartile	~	~	~	~	~	29.8
	Third Quartile	~	~	~	~	~	21.3
	Second Quartile	~	~	~	~	~	17.0
	First Quartile	~	~	~	~	~	31.9
	Percentile Rank	~	~	~	~	~	55.0
032007	Doyle Elementary School						
	Fourth Quartile	~	~	~	~	~	28.1
	Third Quartile	~	~	~	~	~	29.8
	Second Quartile	~	~	~	~	~	21.1
	First Quartile	~	~	~	~	~	21.1
	Percentile Rank	~	~	~	~	~	58.0
032010	Freshwater Elementary School						
	Fourth Quartile	~	~	~	~	~	25.8
	Third Quartile	~	~	~	~	~	37.1
	Second Quartile	~	~	~	~	~	29.0
	First Quartile	~	~	~	~	~	8.1
	Percentile Rank	~	~	~	~	~	61.0
032011	Frost School						
	Fourth Quartile	~	~	~	~	~	24.1
	Third Quartile	~	~	~	~	~	41.4
	Second Quartile	~	~	~	~	~	24.1
	First Quartile	~	~	~	~	~	10.3
	Percentile Rank	~	~	~	~	~	57.0
032012	Holden High School						
	Fourth Quartile	~	~	~	~	~	32.5
	Third Quartile	~	~	~	~	~	45.0
	Second Quartile	~	~	~	~	~	22.5
	First Quartile	~	~	~	~	~	0.0
	Percentile Rank	~	~	~	~	~	64.0

¹ In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

Table 9a: Norm-referenced Test (NRT) Results - Grade 4

Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 ¹
032017	Maurepas School						
	Fourth Quartile	~	~	~	~	~	15.4
	Third Quartile	~	~	~	~	~	46.2
	Second Quartile	~	~	~	~	~	34.6
	First Quartile	~	~	~	~	~	3.8
	Percentile Rank	~	~	~	~	~	56.0
032018	Northside Elementary School						
	Fourth Quartile	~	~	~	~	~	24.6
	Third Quartile	~	~	~	~	~	33.8
	Second Quartile	~	~	~	~	~	27.7
	First Quartile	~	~	~	~	~	13.8
	Percentile Rank	~	~	~	~	~	58.0
032019	Seventh Ward Elementary School						
	Fourth Quartile	~	~	~	~	~	23.6
	Third Quartile	~	~	~	~	~	25.5
	Second Quartile	~	~	~	~	~	40.0
	First Quartile	~	~	~	~	~	10.9
	Percentile Rank	~	~	~	~	~	56.0
032020	Southside Elementary School						
	Fourth Quartile	~	~	~	~	~	44.3
	Third Quartile	~	~	~	~	~	27.9
	Second Quartile	~	~	~	~	~	26.2
	First Quartile	~	~	~	~	~	1.6
	Percentile Rank	~	~	~	~	~	71.0
032022	Springfield Elementary School						
	Fourth Quartile	~	~	~	~	~	20.6
	Third Quartile	~	~	~	~	~	30.9
	Second Quartile	~	~	~	~	~	41.2
	First Quartile	~	~	~	~	~	7.4
	Percentile Rank	~	~	~	~	~	57.0

¹ In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

Table 9a: Norm-referenced Test (NRT) Results - Grade 4

Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 ¹
032026	Walker Elementary School						
	Fourth Quartile	~	~	~	~	~	18.1
	Third Quartile	~	~	~	~	~	26.4
	Second Quartile	~	~	~	~	~	30.6
	First Quartile	~	~	~	~	~	25.0
	Percentile Rank	~	~	~	~	~	47.0
032028	French Settlement Elementary School						
	Fourth Quartile	~	~	~	~	~	30.8
	Third Quartile	~	~	~	~	~	20.5
	Second Quartile	~	~	~	~	~	30.8
	First Quartile	~	~	~	~	~	17.9
	Percentile Rank	~	~	~	~	~	55.0
032031	Levi Milton Elementary School						
	Fourth Quartile	~	~	~	~	~	17.3
	Third Quartile	~	~	~	~	~	29.6
	Second Quartile	~	~	~	~	~	39.8
	First Quartile	~	~	~	~	~	13.3
	Percentile Rank	~	~	~	~	~	52.0
032033	Lewis Vincent Elementary School						
	Fourth Quartile	~	~	~	~	~	33.9
	Third Quartile	~	~	~	~	~	50.8
	Second Quartile	~	~	~	~	~	10.2
	First Quartile	~	~	~	~	~	5.1
	Percentile Rank	~	~	~	~	~	68.0
032037	Live Oak Upper Elementary School						
	Fourth Quartile	~	~	~	~	~	32.7
	Third Quartile	~	~	~	~	~	24.0
	Second Quartile	~	~	~	~	~	35.7
	First Quartile	~	~	~	~	~	7.6
	Percentile Rank	~	~	~	~	~	61.0

¹ In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

Table 9a: Norm-referenced Test (NRT) Results - Grade 4

Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 ¹
032039	Albany Upper Elementary School						
	Fourth Quartile	~	~	~	~	~	24.5
	Third Quartile	~	~	~	~	~	30.9
	Second Quartile	~	~	~	~	~	35.1
	First Quartile	~	~	~	~	~	9.6
	Percentile Rank	~	~	~	~	~	56.0
032040	South Walker Elementary School						
	Fourth Quartile	~	~	~	~	~	18.9
	Third Quartile	~	~	~	~	~	32.2
	Second Quartile	~	~	~	~	~	31.1
	First Quartile	~	~	~	~	~	17.8
	Percentile Rank	~	~	~	~	~	49.0
032041	Eastside Elementary						
	Fourth Quartile	~	~	~	~	~	21.1
	Third Quartile	~	~	~	~	~	38.0
	Second Quartile	~	~	~	~	~	26.8
	First Quartile	~	~	~	~	~	14.1
	Percentile Rank	~	~	~	~	~	56.0

¹ In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

Table 9a: Norm-referenced Test (NRT) Results - Grade 4

Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 ¹
District							
	Fourth Quartile	~	~	~	~	~	26.0
	Third Quartile	~	~	~	~	~	31.4
	Second Quartile	~	~	~	~	~	30.5
	First Quartile	~	~	~	~	~	12.1
	Percentile Rank	~	~	~	~	~	58.0
State							
	Fourth Quartile	~	~	~	~	~	15.2
	Third Quartile	~	~	~	~	~	22.2
	Second Quartile	~	~	~	~	~	31.8
	First Quartile	~	~	~	~	~	30.8
	Percentile Rank	~	~	~	~	~	42.0
Nation							
	Fourth Quartile	~	~	~	~	~	25.0
	Third Quartile	~	~	~	~	~	25.0
	Second Quartile	~	~	~	~	~	25.0
	First Quartile	~	~	~	~	~	25.0
	Percentile Rank	~	~	~	~	~	50.0

¹ In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

Table 9b: Norm-referenced Test (NRT) Results - Grade 6

Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 ¹
032006	Denham Springs Junior High School						
	Fourth Quartile	~	~	~	~	~	31.0
	Third Quartile	~	~	~	~	~	31.5
	Second Quartile	~	~	~	~	~	25.4
	First Quartile	~	~	~	~	~	12.1
	Percentile Rank	~	~	~	~	~	59.0
032007	Doyle Elementary School						
	Fourth Quartile	~	~	~	~	~	18.6
	Third Quartile	~	~	~	~	~	25.4
	Second Quartile	~	~	~	~	~	42.4
	First Quartile	~	~	~	~	~	13.6
	Percentile Rank	~	~	~	~	~	51.0
032011	Frost School						
	Fourth Quartile	~	~	~	~	~	3.0
	Third Quartile	~	~	~	~	~	36.4
	Second Quartile	~	~	~	~	~	33.3
	First Quartile	~	~	~	~	~	27.3
	Percentile Rank	~	~	~	~	~	42.0
032012	Holden High School						
	Fourth Quartile	~	~	~	~	~	23.5
	Third Quartile	~	~	~	~	~	38.2
	Second Quartile	~	~	~	~	~	29.4
	First Quartile	~	~	~	~	~	8.8
	Percentile Rank	~	~	~	~	~	57.0
032015	Live Oak Middle School						
	Fourth Quartile	~	~	~	~	~	31.9
	Third Quartile	~	~	~	~	~	38.8
	Second Quartile	~	~	~	~	~	26.3
	First Quartile	~	~	~	~	~	3.1
	Percentile Rank	~	~	~	~	~	64.0

¹ In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

Table 9b: Norm-referenced Test (NRT) Results - Grade 6

Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 ¹
032017	Maurepas School						
	Fourth Quartile	~	~	~	~	~	11.5
	Third Quartile	~	~	~	~	~	38.5
	Second Quartile	~	~	~	~	~	26.9
	First Quartile	~	~	~	~	~	23.1
	Percentile Rank	~	~	~	~	~	47.0
032021	Southside Junior High School						
	Fourth Quartile	~	~	~	~	~	37.0
	Third Quartile	~	~	~	~	~	30.9
	Second Quartile	~	~	~	~	~	24.4
	First Quartile	~	~	~	~	~	7.7
	Percentile Rank	~	~	~	~	~	64.0
032025	Walker Junior High School						
	Fourth Quartile	~	~	~	~	~	20.0
	Third Quartile	~	~	~	~	~	32.4
	Second Quartile	~	~	~	~	~	30.5
	First Quartile	~	~	~	~	~	17.1
	Percentile Rank	~	~	~	~	~	52.0
032027	Westside Junior High School						
	Fourth Quartile	~	~	~	~	~	21.7
	Third Quartile	~	~	~	~	~	33.6
	Second Quartile	~	~	~	~	~	29.6
	First Quartile	~	~	~	~	~	15.1
	Percentile Rank	~	~	~	~	~	57.0
032028	French Settlement Elementary School						
	Fourth Quartile	~	~	~	~	~	21.3
	Third Quartile	~	~	~	~	~	29.5
	Second Quartile	~	~	~	~	~	31.1
	First Quartile	~	~	~	~	~	18.0
	Percentile Rank	~	~	~	~	~	54.0

¹ In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

Table 9b: Norm-referenced Test (NRT) Results - Grade 6

Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 ¹
032032	Albany Middle School						
	Fourth Quartile	~	~	~	~	~	21.6
	Third Quartile	~	~	~	~	~	45.6
	Second Quartile	~	~	~	~	~	21.6
	First Quartile	~	~	~	~	~	11.2
	Percentile Rank	~	~	~	~	~	59.0
032038	Springfield Middle School						
	Fourth Quartile	~	~	~	~	~	23.0
	Third Quartile	~	~	~	~	~	23.0
	Second Quartile	~	~	~	~	~	36.1
	First Quartile	~	~	~	~	~	18.0
	Percentile Rank	~	~	~	~	~	52.0
District							
	Fourth Quartile	~	~	~	~	~	26.7
	Third Quartile	~	~	~	~	~	33.6
	Second Quartile	~	~	~	~	~	27.7
	First Quartile	~	~	~	~	~	12.0
	Percentile Rank	~	~	~	~	~	58.0
State							
	Fourth Quartile	~	~	~	~	~	16.5
	Third Quartile	~	~	~	~	~	23.6
	Second Quartile	~	~	~	~	~	29.6
	First Quartile	~	~	~	~	~	30.3
	Percentile Rank	~	~	~	~	~	44.0
Nation							
	Fourth Quartile	~	~	~	~	~	25.0
	Third Quartile	~	~	~	~	~	25.0
	Second Quartile	~	~	~	~	~	25.0
	First Quartile	~	~	~	~	~	25.0
	Percentile Rank	~	~	~	~	~	50.0

¹ In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

Table 9c: Norm-referenced Test (NRT) Results - Grade 8

Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 ¹
032006	Denham Springs Junior High School						
	Fourth Quartile	~	~	~	~	~	28.0
	Third Quartile	~	~	~	~	~	28.4
	Second Quartile	~	~	~	~	~	26.5
	First Quartile	~	~	~	~	~	17.1
	Percentile Rank	~	~	~	~	~	56.0
032008	Doyle High School						
	Fourth Quartile	~	~	~	~	~	14.3
	Third Quartile	~	~	~	~	~	26.8
	Second Quartile	~	~	~	~	~	46.4
	First Quartile	~	~	~	~	~	12.5
	Percentile Rank	~	~	~	~	~	49.0
032009	French Settlement High School						
	Fourth Quartile	~	~	~	~	~	22.7
	Third Quartile	~	~	~	~	~	34.1
	Second Quartile	~	~	~	~	~	38.6
	First Quartile	~	~	~	~	~	4.5
	Percentile Rank	~	~	~	~	~	56.0
032011	Frost School						
	Fourth Quartile	~	~	~	~	~	16.7
	Third Quartile	~	~	~	~	~	16.7
	Second Quartile	~	~	~	~	~	50.0
	First Quartile	~	~	~	~	~	16.7
	Percentile Rank	~	~	~	~	~	46.0
032012	Holden High School						
	Fourth Quartile	~	~	~	~	~	22.0
	Third Quartile	~	~	~	~	~	46.0
	Second Quartile	~	~	~	~	~	26.0
	First Quartile	~	~	~	~	~	6.0
	Percentile Rank	~	~	~	~	~	59.0

¹ In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

Table 9c: Norm-referenced Test (NRT) Results - Grade 8

Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 ¹
032015	Live Oak Middle School						
	Fourth Quartile	~	~	~	~	~	25.3
	Third Quartile	~	~	~	~	~	36.1
	Second Quartile	~	~	~	~	~	29.1
	First Quartile	~	~	~	~	~	9.5
	Percentile Rank	~	~	~	~	~	58.0
032016	Pine Ridge School						
	Fourth Quartile	~	~	~	~	~	0.0
	Third Quartile	~	~	~	~	~	0.0
	Second Quartile	~	~	~	~	~	20.0
	First Quartile	~	~	~	~	~	80.0
	Percentile Rank	~	~	~	~	~	16.0
032017	Maurepas School						
	Fourth Quartile	~	~	~	~	~	14.8
	Third Quartile	~	~	~	~	~	22.2
	Second Quartile	~	~	~	~	~	51.9
	First Quartile	~	~	~	~	~	11.1
	Percentile Rank	~	~	~	~	~	47.0
032021	Southside Junior High School						
	Fourth Quartile	~	~	~	~	~	26.0
	Third Quartile	~	~	~	~	~	37.2
	Second Quartile	~	~	~	~	~	29.4
	First Quartile	~	~	~	~	~	7.4
	Percentile Rank	~	~	~	~	~	59.0
032025	Walker Junior High School						
	Fourth Quartile	~	~	~	~	~	18.3
	Third Quartile	~	~	~	~	~	34.4
	Second Quartile	~	~	~	~	~	31.2
	First Quartile	~	~	~	~	~	16.1
	Percentile Rank	~	~	~	~	~	54.0

¹ In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

Table 9c: Norm-referenced Test (NRT) Results - Grade 8

Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 ¹
032027	Westside Junior High School						
	Fourth Quartile	~	~	~	~	~	22.7
	Third Quartile	~	~	~	~	~	44.0
	Second Quartile	~	~	~	~	~	26.2
	First Quartile	~	~	~	~	~	7.1
	Percentile Rank	~	~	~	~	~	59.0
032032	Albany Middle School						
	Fourth Quartile	~	~	~	~	~	29.1
	Third Quartile	~	~	~	~	~	27.3
	Second Quartile	~	~	~	~	~	33.6
	First Quartile	~	~	~	~	~	10.0
	Percentile Rank	~	~	~	~	~	58.0
032038	Springfield Middle School						
	Fourth Quartile	~	~	~	~	~	18.6
	Third Quartile	~	~	~	~	~	28.8
	Second Quartile	~	~	~	~	~	44.1
	First Quartile	~	~	~	~	~	8.5
	Percentile Rank	~	~	~	~	~	52.0

¹ In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

Table 9c: Norm-referenced Test (NRT) Results - Grade 8

Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 ¹
District	Fourth Quartile	~	~	~	~	~	23.8
	Third Quartile	~	~	~	~	~	33.7
	Second Quartile	~	~	~	~	~	31.6
	First Quartile	~	~	~	~	~	10.9
	Percentile Rank	~	~	~	~	~	57.0
State	Fourth Quartile	~	~	~	~	~	15.3
	Third Quartile	~	~	~	~	~	24.7
	Second Quartile	~	~	~	~	~	30.5
	First Quartile	~	~	~	~	~	29.5
	Percentile Rank	~	~	~	~	~	44.0
Nation	Fourth Quartile	~	~	~	~	~	25.0
	Third Quartile	~	~	~	~	~	25.0
	Second Quartile	~	~	~	~	~	25.0
	First Quartile	~	~	~	~	~	25.0
	Percentile Rank	~	~	~	~	~	50.0

¹ In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

Table 9d: Norm-referenced Test (NRT) Results - Grade 9

Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 ¹
032002	Albany High School						
	Fourth Quartile	~	~	~	~	~	24.1
	Third Quartile	~	~	~	~	~	34.5
	Second Quartile	~	~	~	~	~	23.0
	First Quartile	~	~	~	~	~	18.4
	Percentile Rank	~	~	~	~	~	55.0
032005	Denham Springs High School						
	Fourth Quartile	~	~	~	~	~	23.7
	Third Quartile	~	~	~	~	~	30.8
	Second Quartile	~	~	~	~	~	29.6
	First Quartile	~	~	~	~	~	15.9
	Percentile Rank	~	~	~	~	~	54.0
032008	Doyle High School						
	Fourth Quartile	~	~	~	~	~	26.1
	Third Quartile	~	~	~	~	~	21.7
	Second Quartile	~	~	~	~	~	29.0
	First Quartile	~	~	~	~	~	23.2
	Percentile Rank	~	~	~	~	~	50.0
032009	French Settlement High School						
	Fourth Quartile	~	~	~	~	~	21.3
	Third Quartile	~	~	~	~	~	44.3
	Second Quartile	~	~	~	~	~	27.9
	First Quartile	~	~	~	~	~	6.6
	Percentile Rank	~	~	~	~	~	58.0
032012	Holden High School						
	Fourth Quartile	~	~	~	~	~	14.3
	Third Quartile	~	~	~	~	~	42.9
	Second Quartile	~	~	~	~	~	37.1
	First Quartile	~	~	~	~	~	5.7
	Percentile Rank	~	~	~	~	~	57.0

¹ In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

Table 9d: Norm-referenced Test (NRT) Results - Grade 9

Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 ¹
032014	Live Oak High School						
	Fourth Quartile	~	~	~	~	~	27.6
	Third Quartile	~	~	~	~	~	29.3
	Second Quartile	~	~	~	~	~	26.0
	First Quartile	~	~	~	~	~	17.1
	Percentile Rank	~	~	~	~	~	56.0
032016	Pine Ridge School						
	Fourth Quartile	~	~	~	~	~	6.7
	Third Quartile	~	~	~	~	~	6.7
	Second Quartile	~	~	~	~	~	13.3
	First Quartile	~	~	~	~	~	73.3
	Percentile Rank	~	~	~	~	~	24.0
032017	Maurepas School						
	Fourth Quartile	~	~	~	~	~	9.7
	Third Quartile	~	~	~	~	~	19.4
	Second Quartile	~	~	~	~	~	54.8
	First Quartile	~	~	~	~	~	16.1
	Percentile Rank	~	~	~	~	~	42.0
032023	Springfield High School						
	Fourth Quartile	~	~	~	~	~	9.6
	Third Quartile	~	~	~	~	~	28.8
	Second Quartile	~	~	~	~	~	31.5
	First Quartile	~	~	~	~	~	30.1
	Percentile Rank	~	~	~	~	~	42.0
032024	Walker High School						
	Fourth Quartile	~	~	~	~	~	18.4
	Third Quartile	~	~	~	~	~	30.0
	Second Quartile	~	~	~	~	~	36.4
	First Quartile	~	~	~	~	~	15.2
	Percentile Rank	~	~	~	~	~	49.0

¹ In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

Table 9d: Norm-referenced Test (NRT) Results - Grade 9

Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 ¹
District							
	Fourth Quartile	~	~	~	~	~	21.7
	Third Quartile	~	~	~	~	~	30.5
	Second Quartile	~	~	~	~	~	30.5
	First Quartile	~	~	~	~	~	17.4
	Percentile Rank	~	~	~	~	~	52.0
State							
	Fourth Quartile	~	~	~	~	~	16.4
	Third Quartile	~	~	~	~	~	24.1
	Second Quartile	~	~	~	~	~	28.9
	First Quartile	~	~	~	~	~	30.7
	Percentile Rank	~	~	~	~	~	43.0
Nation							
	Fourth Quartile	~	~	~	~	~	25.0
	Third Quartile	~	~	~	~	~	25.0
	Second Quartile	~	~	~	~	~	25.0
	First Quartile	~	~	~	~	~	25.0
	Percentile Rank	~	~	~	~	~	50.0

¹ In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

Table 9e: Norm-referenced Test (NRT) Results - Grade 10

Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 ¹
032002	Albany High School						
	Fourth Quartile	~	~	~	~	~	10.8
	Third Quartile	~	~	~	~	~	27.7
	Second Quartile	~	~	~	~	~	32.5
	First Quartile	~	~	~	~	~	28.9
	Percentile Rank	~	~	~	~	~	43.0
032005	Denham Springs High School						
	Fourth Quartile	~	~	~	~	~	22.2
	Third Quartile	~	~	~	~	~	31.6
	Second Quartile	~	~	~	~	~	31.9
	First Quartile	~	~	~	~	~	14.3
	Percentile Rank	~	~	~	~	~	54.0
032008	Doyle High School						
	Fourth Quartile	~	~	~	~	~	19.0
	Third Quartile	~	~	~	~	~	26.2
	Second Quartile	~	~	~	~	~	38.1
	First Quartile	~	~	~	~	~	16.7
	Percentile Rank	~	~	~	~	~	48.0
032009	French Settlement High School						
	Fourth Quartile	~	~	~	~	~	10.1
	Third Quartile	~	~	~	~	~	24.6
	Second Quartile	~	~	~	~	~	36.2
	First Quartile	~	~	~	~	~	29.0
	Percentile Rank	~	~	~	~	~	41.0
032012	Holden High School						
	Fourth Quartile	~	~	~	~	~	29.0
	Third Quartile	~	~	~	~	~	25.8
	Second Quartile	~	~	~	~	~	35.5
	First Quartile	~	~	~	~	~	9.7
	Percentile Rank	~	~	~	~	~	56.0

¹ In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

Table 9e: Norm-referenced Test (NRT) Results - Grade 10

Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 ¹
032014	Live Oak High School						
	Fourth Quartile	~	~	~	~	~	17.3
	Third Quartile	~	~	~	~	~	38.3
	Second Quartile	~	~	~	~	~	31.5
	First Quartile	~	~	~	~	~	13.0
	Percentile Rank	~	~	~	~	~	53.0
032017	Maurepas School						
	Fourth Quartile	~	~	~	~	~	7.1
	Third Quartile	~	~	~	~	~	14.3
	Second Quartile	~	~	~	~	~	42.9
	First Quartile	~	~	~	~	~	35.7
	Percentile Rank	~	~	~	~	~	38.0
032023	Springfield High School						
	Fourth Quartile	~	~	~	~	~	8.8
	Third Quartile	~	~	~	~	~	31.6
	Second Quartile	~	~	~	~	~	22.8
	First Quartile	~	~	~	~	~	36.8
	Percentile Rank	~	~	~	~	~	40.0
032024	Walker High School						
	Fourth Quartile	~	~	~	~	~	22.4
	Third Quartile	~	~	~	~	~	36.6
	Second Quartile	~	~	~	~	~	29.5
	First Quartile	~	~	~	~	~	11.5
	Percentile Rank	~	~	~	~	~	55.0

¹ In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

Table 9e: Norm-referenced Test (NRT) Results - Grade 10

Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 ¹
District	Fourth Quartile	~	~	~	~	~	18.9
	Third Quartile	~	~	~	~	~	32.1
	Second Quartile	~	~	~	~	~	31.7
	First Quartile	~	~	~	~	~	17.2
	Percentile Rank	~	~	~	~	~	51.0
State	Fourth Quartile	~	~	~	~	~	17.0
	Third Quartile	~	~	~	~	~	24.2
	Second Quartile	~	~	~	~	~	28.6
	First Quartile	~	~	~	~	~	30.3
	Percentile Rank	~	~	~	~	~	44.0
Nation	Fourth Quartile	~	~	~	~	~	25.0
	Third Quartile	~	~	~	~	~	25.0
	Second Quartile	~	~	~	~	~	25.0
	First Quartile	~	~	~	~	~	25.0
	Percentile Rank	~	~	~	~	~	50.0

¹ In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

Table 9f: Norm-referenced Test (NRT) Results - Grade 11

Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 ¹
032002	Albany High School						
	Fourth Quartile	~	~	~	~	~	25.6
	Third Quartile	~	~	~	~	~	39.0
	Second Quartile	~	~	~	~	~	20.7
	First Quartile	~	~	~	~	~	14.6
	Percentile Rank	~	~	~	~	~	56.0
032005	Denham Springs High School						
	Fourth Quartile	~	~	~	~	~	29.2
	Third Quartile	~	~	~	~	~	28.5
	Second Quartile	~	~	~	~	~	27.5
	First Quartile	~	~	~	~	~	14.8
	Percentile Rank	~	~	~	~	~	57.0
032008	Doyle High School						
	Fourth Quartile	~	~	~	~	~	13.6
	Third Quartile	~	~	~	~	~	38.6
	Second Quartile	~	~	~	~	~	36.4
	First Quartile	~	~	~	~	~	11.4
	Percentile Rank	~	~	~	~	~	51.0
032009	French Settlement High School						
	Fourth Quartile	~	~	~	~	~	28.2
	Third Quartile	~	~	~	~	~	28.2
	Second Quartile	~	~	~	~	~	33.3
	First Quartile	~	~	~	~	~	10.3
	Percentile Rank	~	~	~	~	~	58.0
032012	Holden High School						
	Fourth Quartile	~	~	~	~	~	2.9
	Third Quartile	~	~	~	~	~	25.7
	Second Quartile	~	~	~	~	~	34.3
	First Quartile	~	~	~	~	~	37.1
	Percentile Rank	~	~	~	~	~	38.0

¹ In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

Table 9f: Norm-referenced Test (NRT) Results - Grade 11

Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 ¹
032014	Live Oak High School						
	Fourth Quartile	~	~	~	~	~	23.6
	Third Quartile	~	~	~	~	~	39.6
	Second Quartile	~	~	~	~	~	22.9
	First Quartile	~	~	~	~	~	13.9
	Percentile Rank	~	~	~	~	~	56.0
032017	Maurepas School						
	Fourth Quartile	~	~	~	~	~	10.5
	Third Quartile	~	~	~	~	~	21.1
	Second Quartile	~	~	~	~	~	47.4
	First Quartile	~	~	~	~	~	21.1
	Percentile Rank	~	~	~	~	~	39.0
032023	Springfield High School						
	Fourth Quartile	~	~	~	~	~	22.2
	Third Quartile	~	~	~	~	~	15.6
	Second Quartile	~	~	~	~	~	44.4
	First Quartile	~	~	~	~	~	17.8
	Percentile Rank	~	~	~	~	~	48.0
032024	Walker High School						
	Fourth Quartile	~	~	~	~	~	22.2
	Third Quartile	~	~	~	~	~	27.2
	Second Quartile	~	~	~	~	~	28.3
	First Quartile	~	~	~	~	~	22.2
	Percentile Rank	~	~	~	~	~	50.0

¹ In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

Table 9f: Norm-referenced Test (NRT) Results - Grade 11

Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 ¹
District							
	Fourth Quartile	~	~	~	~	~	23.9
	Third Quartile	~	~	~	~	~	30.6
	Second Quartile	~	~	~	~	~	28.6
	First Quartile	~	~	~	~	~	16.9
	Percentile Rank	~	~	~	~	~	53.0
State							
	Fourth Quartile	~	~	~	~	~	19.6
	Third Quartile	~	~	~	~	~	22.8
	Second Quartile	~	~	~	~	~	29.5
	First Quartile	~	~	~	~	~	28.1
	Percentile Rank	~	~	~	~	~	45.0
Nation							
	Fourth Quartile	~	~	~	~	~	25.0
	Third Quartile	~	~	~	~	~	25.0
	Second Quartile	~	~	~	~	~	25.0
	First Quartile	~	~	~	~	~	25.0
	Percentile Rank	~	~	~	~	~	50.0

¹ In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

Part 5. College Readiness

American College Test (ACT) Results	5-1
First-Time Freshmen Performance	5-3

American College Test (ACT) Results

Scores on the American College Test (ACT) are widely used as an indicator of student preparedness for college. Most Louisiana public colleges and universities require that entering students take the ACT for admissions or placement purposes.

Organization

Table 10, American College Test (ACT) Results, presents average composite scores for graduating seniors for each school in the district receiving a *School Report Card*. Schools are shown in school site code order. Comparison data are presented for the district (public schools only), the state (public and nonpublic schools combined), and the nation (public and nonpublic schools combined).

The ACT results shown include test scores for 1) twelfth graders who took the test in the current year and 2) twelfth graders who took the test as eleventh graders and elected not to retake it as seniors. If a student took the test in both the eleventh and twelfth grades, only the twelfth grade score has been included.

Data Presentation: *School Report Card*

A college readiness indicator that includes ACT information is presented on the *1997-98 School Report Cards* of those schools that have a twelfth grade. The *School Report Cards* present 1997-98 average ACT composite scores at the school, district, state, and national levels.

Method of Calculation

The ACT composite score is an average score based on the scores for the four ACT assessment tests (English, mathematics, reading, and science reasoning). The composite score, which ranges from 1 to 36, is a measure of the student's general educational development across these four subject areas.

Data Source

The ACT indicator is based on student-level data supplied to the LDE by the testing contractor, American College Testing.

References

Franklin, B.J., and Crone, L.J., (1993, April). *Louisiana Progress Profiles*. Paper presented at the annual meeting of the American Educational Research Association, Atlanta, Ga.

LDE researchers have found the ACT performance of Louisiana students correlates highly with their performance on LEAP (CRT and NRT) tests. Further, those districts with the highest percentage of students taking the ACT have the highest ACT scores. This finding tends to dispute a widely-held assumption that the higher the percentage of students taking the ACT, the lower the average score (Franklin and Crone, 1993).

Table 10: American College Test (ACT) Results
Average Composite Scores

	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
032002 Albany High School	18.5	18.2	17.9	18.0	19.3	18.6
032005 Denham Springs High School	19.7	19.6	20.0	19.8	20.4	20.2
032008 Doyle High School	18.6	20.1	20.0	18.9	20.4	20.3
032009 French Settlement High School	19.3	19.3	18.2	19.6	19.7	18.7
032012 Holden High School	16.7	20.7	18.5	19.7	22.7	23.0
032014 Live Oak High School	21.9	19.2	20.8	19.8	20.3	20.1
032017 Maurepas School	15.2	17.5	19.2	19.0	18.7	18.0
032023 Springfield High School	17.8	19.0	19.5	16.0	18.2	17.8
032024 Walker High School	20.1	19.0	20.2	19.7	20.0	20.0
District (Public)	19.6	19.3	19.7	19.5	20.1	19.8
State (Public and Nonpublic)	19.5	19.4	19.4	19.4	19.4	19.5
Nation (Public and Nonpublic)	20.7	20.8	20.8	20.9	21.0	21.0

~ = Unavailable Data

First-Time Freshmen Performance

The number of freshmen who enroll in remedial courses during their first semester of college is one measure of the extent to which high school graduates are prepared for college.

Since 1987, the Louisiana Board of Regents has collected and reported information on the number of Louisiana high school graduates who enroll in Louisiana colleges and universities the following fall and enroll in remedial/developmental courses. The 1993 Legislature, believing that parents should have access to this information, enacted legislation mandating that this first-time college freshmen data be incorporated into the *Progress Profiles*.

Organization

Table 11, First-time College Freshmen Performance, presents the number and percent of students who 1) graduated from *Report Card* schools and 2) enrolled as first-time freshmen during the following fall semester at any of the state's two- and four-year public and private universities. The table also reports the number and percent of first-time college freshmen who were enrolled in at least one remedial course during their first regular semester of college study.

Data Presentation: *School Report Card*

The college readiness indicator that includes first-time college freshmen information is presented on the 1997-98 *School Report Cards* of schools that have a twelfth grade.

Note: The first-time college freshmen data reported on 1997-98 School Report Cards represent information on 1996-97 high school graduates.

Definitions

- *First-time college freshman*—a student who graduates from high school during a given school year and is enrolled full time in a Louisiana higher education institution the following fall semester. A student must begin the fall semester with fewer than 12 hours of credit previously attempted (not including advanced placement credits and correspondence study) to be considered a first-time freshman.

Formula Used to Calculate First-time College Freshmen Percentages

$$\frac{\text{Percent of High School Graduates Who Were First-time College Freshmen}}{\text{Total Number of High School Graduates}} = \frac{\text{Number of First-time College Freshmen}}{\text{Total Number of High School Graduates}} \times 100$$

$$\frac{\text{Percent of First-time College Freshmen Who Enrolled in a Remedial Course}}{\text{Total Number of First-time College Freshmen}} = \frac{\text{Number of First-time College Freshmen Who Enrolled in a Remedial Course}}{\text{Total Number of First-time College Freshmen}} \times 100$$

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- *Graduate*—a student who successfully completes a BESE-approved education program, passes the Graduation Exit Examination (GEE), and thus earns a state-approved diploma. Students who earn GEDs are not included.
 - *Remedial course*—a course designed by a university to prepare students to succeed academically in college-level courses. Remedial/developmental courses may be offered for college credit (i.e., they are taken into consideration in determining whether students are enrolled part time or full time) but do not carry degree credit.

Method of Calculation

The two formulas used in calculating the first-time college freshmen indicator are presented on the preceding page. The percent of high school graduates who become first-time college freshmen is calculated for public school graduates who attend in-state public colleges and universities.

Data Sources

The first-time college freshmen indicator is based on data submitted to the LDE by Louisiana public and private universities to LDE in compliance with La. R.S. 17:3912 (since repealed).

Table 11
First-time College Freshmen Performance

		1992-93		1993-94		1994-95		1995-96		1996-97		1997-98	
		Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
032002	Albany High School												
	Number of High School Graduates ¹		95		81		89		106		84		~
	HS Graduates Who Were First-time College Freshmen	24.21	23	41.98	34	24.72	22	38.68	41	44.05	37	~	~
	First-time Freshmen Enrolled in College Remedial Courses	69.57	16	64.71	22	72.73	16	58.54	24	62.16	23	~	~
032005	Denham Springs High School												
	Number of High School Graduates ¹		258		252		260		286		279		~
	HS Graduates Who Were First-time College Freshmen	40.31	104	50.00	126	49.62	129	43.36	124	53.76	150	~	~
	First-time Freshmen Enrolled in College Remedial Courses	42.31	44	48.41	61	40.31	52	32.26	40	41.33	62	~	~
032008	Doyle High School												
	Number of High School Graduates ¹		35		43		42		43		50		~
	HS Graduates Who Were First-time College Freshmen	31.43	11	53.49	23	28.57	12	39.53	17	24.00	12	~	~
	First-time Freshmen Enrolled in College Remedial Courses	36.36	4	47.83	11	33.33	4	35.29	6	50.00	6	~	~
032009	French Settlement High School												
	Number of High School Graduates ¹		37		45		52		40		48		~
	HS Graduates Who Were First-time College Freshmen	27.03	10	31.11	14	28.85	15	12.50	5	41.67	20	~	~
	First-time Freshmen Enrolled in College Remedial Courses	40.00	4	64.29	9	40.00	6	60.00	3	40.00	8	~	~
032012	Holden High School												
	Number of High School Graduates ¹		31		28		27		35		28		~
	HS Graduates Who Were First-time College Freshmen	45.16	14	50.00	14	37.04	10	20.00	7	42.86	12	~	~
	First-time Freshmen Enrolled in College Remedial Courses	28.57	4	64.29	9	40.00	4	14.29	1	8.33	1	~	~
032014	Live Oak High School												
	Number of High School Graduates ¹		71		81		83		96		125		~
	HS Graduates Who Were First-time College Freshmen	43.66	31	45.68	37	44.58	37	39.58	38	32.80	41	~	~
	First-time Freshmen Enrolled in College Remedial Courses	58.06	18	18.92	7	37.84	14	23.68	9	29.27	12	~	~
032017	Maurepas School												
	Number of High School Graduates ¹		23		17		29		22		31		~
	HS Graduates Who Were First-time College Freshmen	39.13	9	23.53	4	27.59	8	31.82	7	16.13	5	~	~
	First-time Freshmen Enrolled in College Remedial Courses	55.56	5	75.00	3	75.00	6	14.29	1	20.00	1	~	~
032023	Springfield High School												
	Number of High School Graduates ¹		46		25		44		39		58		~
	HS Graduates Who Were First-time College Freshmen	23.91	11	40.00	10	18.18	8	25.64	10	17.24	10	~	~
	First-time Freshmen Enrolled in College Remedial Courses	36.36	4	50.00	5	37.50	3	40.00	4	70.00	7	~	~

¹ Represents graduates from the previous school year.

~ = Unavailable data

Table 11
First-time College Freshmen Performance

		1992-93		1993-94		1994-95		1995-96		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
032024 Walker High School													
	Number of High School Graduates ¹		149		164		157		182		185		~
	HS Graduates Who Were First-time College Freshmen	32.89	49	30.49	50	31.21	49	37.91	69	31.35	58	~	~
	First-time Freshmen Enrolled in College Remedial Courses	53.06	26	40.00	20	46.94	23	23.19	16	31.03	18	~	~
District (Public)													
	Number of High School Graduates ¹		745		736		783		849		888		~
	HS Graduates Who Were First-time College Freshmen	35.17	262	42.39	312	37.04	290	37.46	318	38.85	345	~	~
	First-time Freshmen Enrolled in College Remedial Courses	47.71	125	47.12	147	44.14	128	32.70	104	40.00	138	~	~
State (Public)													
	Number of High School Graduates ¹		33,593		33,772		34,937		36,275		36,407		~
	HS Graduates Who Were First-time College Freshmen	38.66	12,986	44.15	14,912	40.30	14,079	40.27	14,608	37.62	13,697	~	~
	First-time Freshmen Enrolled in College Remedial Courses	53.70	6,973	55.00	8,201	47.77	6,726	48.64	7,106	49.93	6,839	~	~

¹ Represents graduates from the previous school year.

~ = Unavailable data

aggregate days attendance—the sum of the total number of days that students are *present* at the school site over the course of the school year.

aggregate days membership—the sum of the total number of days that students are *enrolled* (but not necessarily *present* at the school site) over the course of the school year.

class—a grouping of children under the primary supervision and instruction of an individual teacher for all or part of the instructional day, as reported for purposes of the *Annual School Report* (ASR) and identifiable by a specific ASR course code.

combination school category—any school whose grade structure falls within the K-12 range and is not described by any of the other school category definitions. These schools generally contain some grades in the K-6 range and grades in the 9-12 range. Examples would include grade configurations such as K-12, K-3, 9-12, 4-6, and 9-12.

criterion-referenced test (CRT)—tests that produce a score that tells how individuals/schools perform in achieving an established criterion; LEAP CRT results (as reported by *Progress Profiles*) show the number and percent of Louisiana students who meet or exceed state curriculum content standards.

cumulative enrollment—the sum of all students enrolled in a school or district for at least one school day during the course of the school year, used as the denominator for calculating school- and district-level suspension and expulsion percents.

day of attendance—a student is considered in attendance when he or she 1) is physically present at a school site or is participating in an authorized school activity and 2) is under the supervision of authorized personnel. This definition extends to students who are homebound, assigned to and participating in drug rehabilitation programs that contain a state-approved education component, or participating in school-authorized field trips.

“Students who meet the above criteria and are present at the school site for 26-50% of the student’s instructional day shall be credited with a half day’s attendance. Those who meet the above

criteria and are present for at least 51% of the student’s instructional day are credited with a whole day’s attendance. Students who are not physically present or who are participating for 25% or less of their instructional day will be considered absent for reporting purposes. Absences, whether excused or unexcused, shall be counted as an absence for reporting to the Department.” (Bulletin 741)

dropout—the National Center for Education Statistics (NCES) defines a dropout as “an individual who was enrolled in school at some time during the previous school year, was not enrolled at the beginning of the current school year, has not graduated from high school or completed an approved educational program, and does not meet any of the following exclusive conditions: transfer to another public school district, private school, or state- or district-approved education program; temporary absence due to suspension or school-approved illness; or death.”

“For purposes of applying the dropout definition, the following definitions also apply:

1. A school year is defined as the 12-month period of time beginning October 1 and ending September 30.
2. An individual has graduated from high school or completed a state- or district-approved education program upon receipt of formal recognition from school authorities.
3. A state or district approved program is one that leads to receipt of formal recognition from school authorities. It may include special education programs, home-based instruction, and school-sponsored secondary (but **NOT** adult) programs leading to a GED or some other certification differing from the regular diploma” (NCES, 1993).

elementary school category—any school whose grade structure falls within the K-8 range, excludes grades in the 9-12 range, and does not fit the definition for middle/junior high.

faculty—school-based instructional personnel. In addition to full-time classroom teachers, these individuals include principals, assistant

principals, guidance counselors, librarians, and other instructional staff (provided they teach at least one course).

first-time college freshman—a student who graduates from high school during a given school year and is enrolled full time in a Louisiana higher education institution the following fall semester. A student must begin the fall semester with fewer than 12 hours credit previously attempted (not including advanced placement credits and correspondence study) to be considered a first-time freshman.

graduate—a student who successfully completes a BESE-approved education program, passes the Graduation Exit Examination (GEE), and thus earns a state-approved diploma. Students who earn GEDs are not included.

high school category—any school whose grade structure falls within the 6-12 range and includes grades in the 10-12 range, or any school that contains only grade 9.

in-school expulsion—student is temporarily removed from his/her usual classroom placement to an alternative setting for a period of time specified by the LEA and no interruption of instructional services occurs.

in-school suspension—student is temporarily removed from his/her usual classroom placement to an alternative setting for a minimum of one complete school day and no interruption of instructional services occurs.

Percentile rank of average standard scores for national student norms—percentile rank of the average student in the school, district, or state. For example, a percentile rank of 48 for a school means that 48 percent of the students in the norm group scored at or below the average score obtained by the students in the school.

middle/junior high category—any school whose grade structure falls within the 4-9 range, includes grades 7 or 8 and excludes grades in the K-3 and 10-12 ranges.

norm-referenced test (NRT)—tests that produce a score that tells how individuals/schools perform in comparison with other individuals/schools; LEAP NRT results (as reported by *Progress Profiles*) show how Louisiana schools perform when compared with the district, state, and nation.

October 1 membership—total number of students enrolled in a school on October 1, which is operationally defined by NCES as the first day of the academic school year.

out-of-school expulsion—removal (exit) of a student from school for a determined number of days with no provision of instructional services.

out-of-school suspension—student is temporarily prohibited from participation in his/her usual placement within school with no provision of instructional service; only suspensions resulting in removal for at least one full day are included.

percent of student attendance—the ratio of aggregate days student attendance to aggregate days membership.

remedial course—a course designed by a university to prepare students to succeed academically in college-level courses. Remedial/developmental courses may be offered for college credit (i.e., they are taken into consideration in determining whether students are part-time or full-time) but do not carry degree credit.

